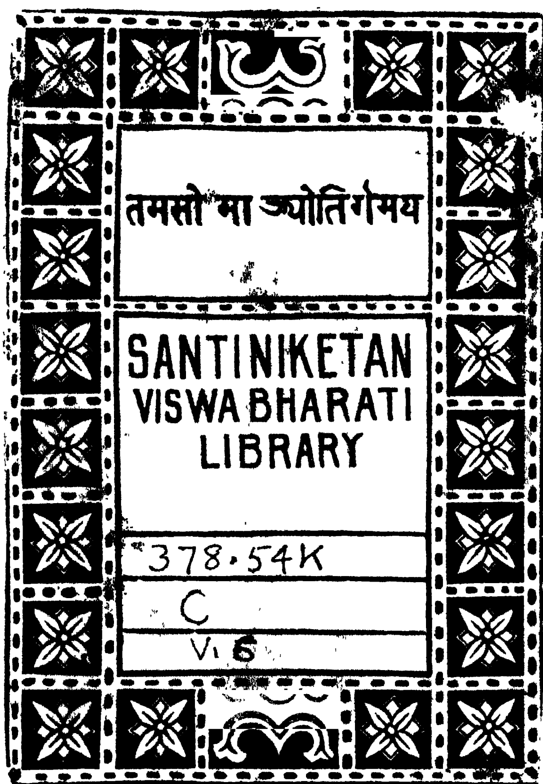


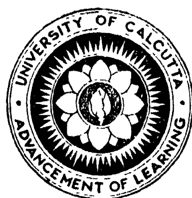
CONVOCATION ADDRESSES

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CONVOCATION ADDRESSES

The 5th July, 1924

The Right Hon'ble Victor Alexander George Robert Bulwer-Lytton, Earl of Lytton, M.A., P.C., G.C.I.E.,
Chancellor

LADIES AND GENTLEMEN,

It is customary at this our annual Convocation for the Vice-Chancellor to review the work of the preceding academic year and to report on the progress of the University during that period. This year that programme must unhappily be modified. Your Vice-Chancellor, owing to ill-health, cannot be with us to-day and though I have been able to perform the duty of administering the degrees which he has been accustomed to undertake in the past, yet I cannot hope, and for various reasons shall not attempt, to replace him in other respects and to give that *résumé* of the University's achievements during the year to which Vice-Chancellors have in past years accustomed us. But there is one feature of the customary Vice-Chancellor's speech which I cannot and must not pass by—I must preface my

remarks by a reference to those colleagues and fellow-workers whom death has taken from our midst during the past year. This year in particular the sense of loss is necessarily uppermost in our minds—to the exclusion almost of every other consideration.

Sir Asutosh Chaudhuri was a member of the Senate of the University for many years in the first decade of the century and recently after a long absence from that body resumed his connection in 1921. He was one of those many prominent men whom Presidency College has given to the public life of Bengal. Though Sir Asutosh Chaudhuri made his mark more as a lawyer and a politician, he was a bold thinker and originator in matters educational whom our University can ill afford to lose, and his death has left us the poorer.

The next loss to which I must refer is one which is shared both by the Government and the University. Dr. Theodore Oliver Douglas Dunn was a scholar whose literary abilities had been recently recognized by his own University of Glasgow and whose administrative capacity had but one short month before his tragic death been recognized by the Government of Bengal in his appointment to the highest educational post within its disposal His death at a time when both the University and the Government of Bengal need all the trained educational knowledge and ability at their disposal

to aid them in their common task of securing the future of the University was a real loss to the province in general and to the University in particular.

By the death of these two men many of us have lost personal friends whom we shall not easily forget, but their places will be taken by others and their work will be carried on. There is one loss, however—the most recent—which dominates our minds to-day, one place in the University left vacant by death which no one else can ever fill—the work of one man terminated which no other single man can carry on. Sir Asutosh Mookerjee, five times Vice-Chancellor, he who to the student and the general public represented—nay, *was*—the University, is no longer with us, and these walls, which have so often echoed to his eloquent Convocation speeches, will never hear again his resounding and masterful voice. His death has created a feeling akin to consternation for it is not merely an important piece of the structure of the University which has fallen out, it is as if the whole structure itself had collapsed.

I shall not attempt to perform again that duty which the Senate of the University carried out under my presidency in June last on behalf of the whole body of the University and its students. On that occasion I paid my personal tribute to Sir Asutosh Mookerjee, and the Senate placed on record

in dignified and fitting language its deep appreciation of his devoted work for this University. That tribute is doubtless well known to you since it was reported very fully in the press. Less well known to you, perhaps, is the tribute which his colleagues in the Syndicate paid to him. It sums up what those who worked with him week by week on the administrative body of the University thought of their leader. It was a finely expressed tribute, worthy of Sir Asutosh, and I should like to quote it as nothing can better express the admiration which his colleagues felt for him and the dismay with which they contemplate the future without him.

> "We, the members of the Syndicate, in a special meeting convened for the purpose, place on record an expression of our profound grief at the death of our revered colleague, Sir Asutosh Mookerjee. As Vice-Chancellor or as an advisory member of the Syndicate he had been intimately associated with its work since 1889. For 35 years he placed his outstanding intellectual powers and his unrivalled energy ungrudgingly at the service of his colleagues, thereby enabling them to carry out a task which year by year became more difficult, laborious and exacting. The remarkable developments in the work of

the University during the last two decades, which it was our privilege as the representatives of the Senate to direct, were largely the product not only of his constructive genius, but of the selfless, incessant and devoted toil, which he brought to his task as a member of our body. The personal and private sorrow which we each individually feel at the loss of our distinguished colleague is intensified by our keen sense of the irreparable injury to our work which will be caused by the absence of his indefatigable energy, his directive skill and his unique knowledge and experience. In paying our sorrowful tribute of respect to the friend, colleague and leader whom we have lost, and in placing on record our profound admiration for the services rendered to the cause of education by the work which he accomplished as a member of our body, we express the hope that the memory of his devoted labours may inspire those of us who remain and those who follow us, to imitate his great example, and dedicate all the powers which they possess to the service of their University and to the achievement of that object for which he

lived, the advancement of learning amongst the people of his motherland."

These words, I feel sure, express the sentiments of the whole of Bengal and I can say nothing which would add to their eloquence or their sincerity

I must next express my deep regret that our Vice-Chancellor, the Hon'ble Mr. Bhupendra Nath Basu, is unable to be present at this Convocation. I wish also to express my personal indebtedness to him for the courage, public spirit and unselfish disregard of his own comfort which induced him and at a time when he was burdened with domestic sorrows and handicapped by indifferent health to take on the arduous duties of the office of Vice-Chancellor instead of enjoying that peace and comfort in retirement to which his age and his long record of public service entitled him. He assumed the office at a particularly difficult moment and in the 15 months that he has held it he has by his tact and wisdom won the affectionate regard of all his colleagues. We all deplore his absence to-day. Had his health permitted him to be present I feel sure he would have indicated to us, in the clearest possible language, his views on the needs of our University and the measures necessary to secure for it a future at once dignified, free from financial worry, and beneficial to the cultural and political life of Bengal. In his absence I do not propose to enter into a discussion of the many problems, financial, educational

and administrative, which are facing the University. The future is not very clear and in the absence of a controlling hand is likely to become yet more obscure. But I can and must make one statement, specific and unequivocal. In both the capacities in which I have relations with you, whether as your Chancellor or as Governor of the Province, I have one desire and one desire only—to assist you to extricate yourselves from your difficulties as soon as possible, to establish and maintain friendly relations between the University and the Government, and to broad-base your financial stability on the foundation of a reciprocal understanding which shall have its roots in mutual trust and be free from any suspicion of restraint or domination. As regards the deficit disclosed in your last budget, we are pledged to its liquidation. That pledge we shall honour in due course and the only reason why no provision for this purpose has yet been made in this year's budget is because we are still awaiting that detailed statement of your liabilities for which we have asked to enable us to determine the exact amount of the assistance you require. Do not let any one suggest that the Government of Bengal cannot afford to support its Universities or that it has any wish to curtail their academic freedom as the price of its assistance. There is no foundation for either suggestion. With good will and mutual confidence let us unite in the common task of ensuring

the future of Calcutta University both as an examining body, and as a home of advanced learning and research.

In the latter capacity the University has in the last year received a valuable recognition. Let me take this opportunity of congratulating you on the Fellowship of the Royal Society which has added lustre to the name of Professor Raman and incidentally to that of the University. I recognise with pleasure and admiration the large volume of research work which the Post-Graduate Department is in its various departments constantly publishing. For the moment, however, I feel that the main work to be done in connection with the research and advanced teaching of the University is consolidation. We must make sure of our gains with a view to further advance later on. Its financial basis is unsound. We must stabilise it. I have already made the suggestion that the truest memorial to Sir Asutosh Mookerjee's name—the one which he would most have preferred—would be an endowment raised for this department as a tribute to his memory. In this task Government will not shirk its share. But I think that in the uncertain problems of the future Sir Asutosh would have preferred to see his beloved University Post-Graduate Department placed as far beyond the reach of Government's influence as possible by being independently endowed. On this point Bengal will in due course indicate its wishes

by the response which it makes to any appeal the Senate's Committee may issue. If the Post-Graduate Department becomes firmly established and endowed, as I hope it soon may, then it will be easier for us to concentrate our attention upon those problems of the University which centre round the colleges. The University's advanced work is as it were the flower and fruit which grows on the topmost branches of the tree. But we must not neglect the condition of the trunk and the root. Let us beware lest we seek to grow fruit on a tree whose trunk is barked and whose roots are dry. You may water the topmost branches as much as you like, but in that case nothing will grow. So I would make to you all the double appeal. Let us co-operate in consolidating the position gained for advanced studies by the University under the guidance of Sir Asutosh, and let us remember that an essential corollary of that work of consolidation must be a careful examination and strengthening of the supports on which that advanced position is based. In that great task money will also be required and Government will do its share; but money alone will not be sufficient. If we are to succeed we must put aside all other consideration than that of the welfare of the students for whom we are responsible, and with single minds and united efforts resolve to be satisfied with nothing less than the best which it is in our power to give them.

To those students let me now say a few words of congratulation and encouragement. To-day the University formally sets its seal on the work which last year it accomplished on behalf of the hundreds of young men and women who have to-day received their certificates, and of those other hundreds who are unable to be present to receive them. At Oxford and Cambridge we should say that the University sends them forth to serve God in Church and State, and certifies them to be fit for such service. For some of you, I trust, there is in store a brilliant career leading to high opportunities of service to your country. For others, there will be, perhaps, but a humble *niche* and a limited sphere of work. I am aware that in present conditions the minds of most of you must be dominated by the fear that in the crowded state of the market to-day you may fail to secure scope for your energies commensurate with your abilities. I congratulate you on your success and I sympathize with your anxieties. But to all of you I would say, whatever your future may be, whether you are destined to be great or humble, remember that you begin life in debt, and that it is your duty no less than your privilege to repay that debt. That is, perhaps, a new and startling thought to you. I am not referring to the state of your purses nor to your banking accounts. I am not referring either to the latest budget of the University! What I mean is this. For some 15 or 20 years

your country has, through various agencies—the school, the college. the University—spent on the task of educating you to an advanced standard money which it badly needs for primary education and other work among the masses of the country. You received your education under the auspices of this University at monthly fees varying in amount, but in all cases low owing to the fact that the community has, either through public or private agencies, contributed towards keeping down the cost. Was it worth it? Has the community or the State made a good or a bad bargain in turning you into graduates with money which might have helped to maintain a primary school and spread literacy in the villages? It is for you in the years to come to provide the answer to that question. Are you going to pay back in unpaid social service the debt which you have contracted to your country? Bengal is crying out for men who can serve her in various ways. For instance, no one who leaves this hall to-day ought to rest content if, when he takes up his future work, he finds that the area in which he lives is insufficiently provided with either the necessities of life or those minor comforts by which the standard of living among the masses may be raised.

If you do nothing else you will at least each one of you contribute to the formation of the public opinion in the centre in which you live. Your education has taught you, it is to be hoped, to think

for yourselves, and not to be led away by every wind of political or social emotion. By passing on to other less fortunate than yourselves in places remote from the culture available in a University, that wider outlook which the University should have given you, if it has not failed in its duty towards you, you can repay some of that debt which you have contracted by your years of study in the colleges affiliated to this University.

I see before me many young men and women who are on the threshold of life and whom it has been my pleasant privilege to crown to-day with the rewards of their years of study. The thought uppermost in my mind is how vast are the opportunities for service which await them in this country—above all how great are the opportunities that await the *women* graduates for they can carry the fruits of their education into homes which can be reached in no other way. So long as the light from the lamp of learning is stopped by the *pardah* and does not penetrate to those who shelter behind its veil the task of educating a nation cannot be said to have even begun. This vision of the benefits which you can confer upon your countrymen by the gifts of learning that you have acquired, fills my mind and suggests the message which I leave with you to-day. I do not presume to offer you advice. Advice, as I said elsewhere, is easy to give and easy to forget. I do but remind you that the hall-mark of the Uni-

versity which you are receiving to-day carries with it duties and responsibilities as well as privileges—responsibilities which you cannot escape, duties which you cannot ignore without being branded with that kind of dishonour which attaches to the man who can, but does not pay his lawful debts. Never in the world's history was a country in such need of honest unselfish workers—social, medical, educational, political—as is Bengal to-day. In the hope and in the belief that you will do your share, I wish you all godspeed in the life that lies before you.

And to the Administrators, Professors and Lecturers of the University and its affiliated colleges, I would say : Are you doing your duty by these young men and women whom you annually certify to have passed the tests which you impose upon them? These young people are going out, as their predecessors have gone before them, to live in various parts of Bengal, and to be wherever they may be found living examples of what Calcutta University does for its students. Have you merely sharpened their memories and filled their minds with the ideas of other thinkers or are you sending them out sound thinkers themselves competent to assist in the formation of wise views of life and conduct in the area to which they go? Are they well equipped with an outlook which will enable them to find happiness and to be reasonably content in whatever surroundings it may please God to place them? Have you

let them meet each other for the first and only time in the examination hall or have you so mingled them together in all the activities of their University that caste and creed present no barrier to social, intellectual and political friendship? Have you interested them in life and equipped them with a high conception of the meaning of intellectual enjoyment? Have you taught them so to understand the past that they can walk confidently among the problems of the present and march boldly towards the future? Have you taught them to co-operate with their fellows for the general good or merely to quarrel with them? Have you sent them forth with straight backs, confident self-reliance and clear vision? In short, have you prepared them for life or only for the desk?

I ask these questions, but I do not answer them. It is for you, their leaders and teachers, to examine yourselves, frequently and carefully, asking yourselves these very necessary questions, and if an honest answer has to admit defects in the preparation for life which you have been able to give to those entrusted to your care, I would urge you to set yourselves conscientiously and fearlessly to work to remove these defects. As man does not live by bread alone, so too a University should not live by learning alone, but by every activity affecting the training of the human mind and spirit which can be done in its name. Annually we certify that a

young man knows so much History or Physics or Mathematics or Economics. That is a written certificate referring only to written work. But in the ideal University that which is unwritten is as important as that which is written. Let us so watch ourselves, let us so meticulously review and improve our work, let us so constantly aim at the highest ideal of University life that the written certificate should carry with it an unwritten one which the world will accept and honour : and if we do not fail in our duty, that unwritten parchment should testify that throughout the period of his connection with the University the student has been in contact with agencies and influences designed to train to their highest possible capacity his spiritual, intellectual, physical and moral qualities. Then will you be able to say and the outside world will agree with you that if your student has failed to become a good comrade, a rational level-headed thinker, a healthy and methodical worker and a good citizen, the fault lies in the man himself and not in the system which produced him. When you can conscientiously assert that of your failures then you may claim to have fulfilled your mission and to be satisfied with your University. Till then I claim your co-operation in the task which lies before us and your vigilant unremitting attention to any shortcomings which judged by such a standard you may find in the system which you administer.

The 21st February, 1925

The Hon'ble Justice Sir William Ewart Gr
Kt., M.A.,
Vice-Chancellor

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

But a few brief months have passed since my appointment as Vice-Chancellor of this University. Anyone who comes to that high office, as I did, with but a small knowledge of the working of the University and of the vast field which is covered by its activities, realises at the outset how much he has to learn and these months have largely been spent of necessity in acquainting myself with the duties of my office and in grasping some of the problems, administrative and academical, which call for a wise and understanding treatment. The schools of the Province, the affiliated Colleges of the University, both in Calcutta and in the Mofussil, the Post-Graduate Department, the Matriculation Regulations, the Standards of Examinations, the financial position of the University, all present problems which require many months of patient study for

their apprehension let alone for their solution and in the ordinary routine work of a Vice-Chancellor of the University, coupled, as it is in my case, with other onerous duties, but little time is left for a proper consideration of these problems. And there is also the great human problem of the vast concourse of students who flock to the University year by year and whose future for good or ill vitally depends upon the life they lead and the studies they pursue during the most impressionable period of their lives. What are they doing, what are they thinking, are we guiding their lives and studies so as best to fit them for the duties and responsibilities of life and for the careers they choose? All these are considerations which must press day by day upon the mind and attention of anyone who occupies this office. Much lies to be done and heavy are our responsibilities but this I can say that I have found in those with whom I have come in contact in this University an earnest desire for a wise solution of the problems which I have mentioned and an extraordinary zeal and enthusiasm for the work of the University, and I should like to express my very grateful thanks to all those who have helped me so ungrudgingly during the last few months and who have always been ready to give of their counsel and their help in the work which lies before us. We want the assistance of men of all classes, creeds, views and positions in

the work of the University and we have no desire to exclude anyone or that the affairs of the University should be guided by any party or by any clique. Differences must arise from time to time and views on educational questions are often divergent, but we welcome honest differences of opinion and desire to extend the widest tolerance to those whose views do not always synchronise with our own. Changes there must be from time to time in the working of our Constitution and in lines of development and if these occur I am sure they will not be looked upon as any attack or reflection upon those who have in the past been responsible for the working of the University, but rather the working out and development of the institution on lines which time and experience has shown to be inevitable.

It is in accordance with the fitness of things that this afternoon I should make some reference to those members of the Senate who have passed away since Convocation was last addressed by a Vice-Chancellor of the University. Since this occasion the hand of death has fallen heavily on many distinguished ornaments of our University.

It is just a year ago since Dr. Dunn, Director of Public Instruction, and a Fellow of the University, met his death in the sudden and tragic manner which is fresh in all our minds. He brought to the task which had fallen to him a few brief months

before his death a really remarkable zeal and energy and it is sad indeed that he was not spared to carry on his task. His widow recently offered to the University his Library which we gladly accepted and it will remain as a memento of him for the use of the students of the University whose advancement and interests he strove so hard to further.

By the recent death of Mr. Girishchandra Mookerjee, M.A., the University lost a faithful and devoted servant who was Assistant Registrar for many years and who for some time officiated as our Registrar.

It is but a few weeks ago that we learnt with sorrow of the death of Rai Kumudinikanta Banerjee, Bahadur, Principal of Rajshahi College and a Fellow of the University, and Rai Bhupatinath Das, Bahadur, a Fellow of the University from 1915 until his death a few months ago, is also numbered amongst those who have passed away.

Death also removed in the latter part of 1924 the Hon. Mr. Abdul Majid, a Fellow since 1911, a member of the Executive Council of H. E. the Governor of Assam and a colleague of mine in the High Court for a few months in 1919. His was a quiet unassuming personality which had endeared him to those who knew him and as a member of the Senate since 1911 he was constantly present at our

deliberations and rendered wise and useful service to the University.

In April of 1924 death removed from us Sir Asutosh Chaudhuri, also a colleague of my own in the High Court for many years. He was a gifted and distinguished lawyer who, before his elevation to the Bench of the High Court, enjoyed a large and lucrative practice especially in commercial matters. This he cheerfully gave up at considerable personal sacrifice in response to the call to the Bench of the High Court. His amiable personality endeared him to all who knew him and although his last years were clouded by a great domestic bereavement in the loss of his gifted and beloved wife he never spared himself during the closing years of his life in rendering service to the University which he loved.

My own immediate predecessor in the office of Vice-Chancellor has also passed away—Mr. Bhupendranath Basu was a man of many parts, a distinguished student of this University, a very successful solicitor who built up and maintained a great practice in this City but he never spared himself or his energies in the performance of public duties. He served, as you know, upon the Council of the Secretary of State for India for some 5 or 6 years and he was the valued friend and adviser of the late Mr. Montagu as Secretary of State for India

and also of his successor Lord Peel. The closing years of his life were saddened by the loss of his second son and by the seeds of the illness from which he eventually died but in these closing years he added to the debt of gratitude which this Province owes him by accepting office as a member of the Executive Council of Your Excellency and by becoming, at a difficult period in its history, Vice-Chancellor of the University.

And last of all I come to Sir Asutosh Mookerjee whose death was the greatest loss which this University has suffered in all its history. Eloquent tributes were paid to his memory in this house shortly after his death by you, Sir, as Chancellor of this University and by others. Those tributes I cannot hope to rival; the University in all its branches and in every department bears the stamp of his work and of his individuality and it is only when one comes in close contact with the work of the University that one realises the stupendous burden which he bore for so many years. His work and labours on its behalf were the work and labours of one who brought to his task an exceptional zeal for the spread of education, an increasing love for the cause for which he laboured and an unquenchable thirst for the extension of the bounds of knowledge in all its branches. Sir William Jones, the founder of the Asiatic Society of Bengal, whose President

Sir Asutosh was for many years, described the objects of that Society in these words :

"The bounds of its investigation will be the geographical limits of Asia, and within these limits its enquiries will be extended to whatever is performed by man or produced by nature."

In one address which Sir Asutosh delivered to that Society I find him quoting these words of Sir William Jones and I think they typify his ideals for this University as a teaching institution, that it should be a great centre for the spread of knowledge in all its branches, and that within its walls it should be possible for students from all parts of India or of the civilised world to pursue their studies and investigations into every branch of knowledge known to man concerning things performed by man or produced by nature. His was a great ideal and we owe it to his memory that this University should never fall short of the high aims and aspirations which he put before it. The University are raising a fund to perpetuate his memory and if the fund is adequate it is hoped to endow one or more Chairs in connection with the Post-Graduate Department, which will be named after him. The fund is still open and I can only hope that the response of the Province will be worthy of the great educationalist to whom this University owes so much.

This reference to Sir Asutosh Mookerjee naturally brings me to a subject upon which I should like to address you for a few minutes this afternoon, I mean the Post-Graduate Department of the University with whose foundation Sir Asutosh was so intimately connected. I need hardly remind you that the Post-Graduate Department, as it exists to-day, was constituted largely in accordance with the recommendations of a Committee, appointed by the Government of India in 1916, to consider the question of Post-Graduate Studies in the Calcutta University and its Constituent Colleges. As many of the appointments made in connection with the Department expire in May of this year and as an application is to be made to Government for a recurring grant to supplement the financial resources of the Department, a Committee was recently appointed by the Senate of the University to consider amongst other things, (*a*) whether any retrenchment was possible and in what directions, (*b*) whether the pay and conditions of employment and ervice of the members of the teaching staff are satisfactory and to make any specific recommendations for their improvement, (*c*) with regard to the facilities given to members of the teaching staff for carrying on research work which was one of the objects with which the Post-Graduate Department in its present form was founded. The Committee

has carried out an exhaustive enquiry in connection with its terms of reference and has, in the course of its enquiries, interviewed representatives from all the different Boards of Studies.

I do not desire on this occasion to anticipate the conclusions of the Committee or the recommendations which it may think fit to make but as the Post-Graduate Department has met with a great deal of criticism in the course of the last few years I do desire to say a few words to this Convocation with regard to the Department. I should say at the outset that there is no idea, I am sure, on the part of any one connected with the work of the University to complain of criticism or to burke enquiry. We welcome criticism so long as it is well informed, and enquiry from time to time into the working of the Department is, I am sure, a very wholesome stimulus.

In the first place any one who approaches the matter impartially must, I think, conclude that such a department is necessary if the University is to retain its place amongst the Universities of India and to remain something more than an examining University and in this connection I venture to quote a reference to our Post-Graduate Department contained in the address delivered to the Allahabad University by its Vice-Chancellor Mahamahopadh-

yaya Dr. Ganga Nath Jha so recently as the 22nd November, 1924, in which he says :

"I shall endeavour, to the utmost of my power, to develop what may be called our Post-Graduate Studies. The term "Post-Graduate" need not lead anyone to the hope, or the fear, that we are going to reproduce the conditions obtaining in that department at Calcutta. That, I am sorry to admit is beyond us. We have had no Rashbehari Ghosh or Taraknath Palit in our midst; nor have you in your present Vice-Chancellor the masterly and resourceful personality that the Calcutta University had in Sir Asutosh Mookerjee. But I must confess that that institution will serve as an ideal. It is mainly the Post-Graduate Department of the Calcutta University which, with all its defects, has demonstrated, beyond doubt, that in almost all departments of knowledge, work of the highest kind can be carried on in India. I have had several occasions of judging the work that is being done there in the domain of Oriental Studies; and I am prepared to assert that most of the theses, submitted by the researchers of the Calcutta University, are superior to many of those that have emanated from persons trained elsewhere. I feel sure that anyone who even glances at the theses, submitted for Indian doctorates and those submitted for foreign doctorates. will be readily convinced that our scholars have produced more scholarly work. Our theses have, in many cases, come to be regarded as authorities on the subjects with which they deal."

These are the words of one who views our Post-Graduate Department from outside and who cannot, therefore, be charged with any bias. In the course

of the investigations of the Committee we have been supplied with the work of investigation carried on by members of this department and the list is a creditable one and some valuable work has been produced. We must see to it that the quality of the work is well maintained as it is by this rather than by its quantity that it will be judged. We are all wishful that this University should hold a high position amongst the Universities of India and amongst those of the Civilised World and it is largely by the work that is produced by our research students and by our Post-Graduate Staff that it will be judged in these directions. Let us see to it then that the quality of our research work is of the highest and that we aim at an output in which quality takes the first and highest place.

In the second place, I would say that whilst we are fully alive to the need for encouraging in the University practical, as opposed to merely literary, education no University worth the name can afford to neglect the latter or to ignore the vast materials that the ancient learning of India offers to the student and the scholar. The cultural side of education cannot be entirely neglected for the practical and I venture to say without fear of contradiction that it is the duty of an Indian University to encourage the study of the old humanities of Indian Culture and that an Indian University in its Post-Graduate Department cannot afford to ignore the

study of Pali, of Sanskrit, of Arabic and Persian, of Indian Philosophy and Ancient Indian History and Culture and, above all, of the vernaculars of India. There is a vast storehouse of material in the old manuscripts and ancient monuments of India that requires to be unlocked by the keys of knowledge. The ancient archives of this land require the work of the scholar and the student for their examination and decipherment and I am glad to say that some of our Post-Graduate teachers are devoting such leisure as the work of their departments allows them to the furtherance of this task.

And may I, in connection with practical as opposed to literary education, make an appeal on behalf of the Post-Graduate Department of Science to the generosity of the Province? Money is badly needed for the practical work of the Department, notably in connection with Physical and Applied Chemistry; in connection with the first I am told that a sum of Rs. 30,000 is required to bring our equipment up to date and in connection with the latter a sum of Rs. 80,000. Amongst some of our needs are plant for experiments in liquid air and a wireless equipment, a foundry, plant for electro-technology and various such like things. And money is badly needed for the increase and development of the Library of the University College of Science.

It will be of interest to those who are advocates of practical training and who may be inclined to assist the University in supplying the needs of which I have spoken to know that of the students in Physics 90 per cent. have obtained remunerative employment and that if we were in a position to open a department in Applied Physics we are told that openings could be found for all students in such a department for some years to come and that the trade and industry of this country would be materially benefited.

If there are amongst us to-day or outside these walls generous donors who are prepared to help us we shall be glad to satisfy them as to the nature of our wants and as to the benefits which would accrue from their supply. And after all it is to the munificence of private donors rather than to Government that a University naturally turns to supplement its resources. It is to such sources that the Great Universities of the West owe their existence and their means of development and we too in India, if progress is to be made, must look to them. Such donors have not been lacking in the past in the annals of this University and I feel sure that in the future men will come forward to rival the great benefactions which we owe to Sir Rashbehary Ghose and to Sir Taraknath Palit.

A University is rightly jealous of its independence and needs for its development the air of freedom and not the trammels of official control and although I think we may legitimately look to Government for some help towards our Post-Graduate Department at the present time for the consolidation of our work and for the improvement of the position of our teachers it is to the sources which I have indicated that I would have the University look for a further extension and development of its work.

One further reference to the Post-Graduate Department and I will pass on, and it is this that I am satisfied that as in the past so now the University and the Colleges must work hand in hand and that the Post-Graduate Department, where possible, must look to the Colleges for the provision of its teachers. In the past the remarkable knowledge which Sir Asutosh Mookerjee possessed of the qualifications of those employed in the Colleges was available when vacancies occurred and I am glad to say that the Committee now sitting will suggest a method by which such information may, in the future, be available to the University.

At the present time a not inconsiderable portion of the work of the Post-Graduate Department is actually and literally undergraduate work or is work that should be done in the undergraduate courses of the University and I think the aim of the Post-

Graduate Department should be to so arrange its programme that in the years to come the actual undergraduate work which it now does should be undertaken by the colleges supplemented and aided by the work of some of the teachers of the Post-Graduate Department. And I am not without hope that if a three years' honours course can be arranged for the B.A. degree, further work now done by the department may be undertaken by the colleges with the aid of the department. If these things were possible the department would then become a Post-Graduate Department in a truer sense with a few advanced students studying under the guidance of Professors of different subjects freed from the super-abundance of lectures which some of our Post-Graduate students now attend.

I am not unaware that I am treading on thorny and controversial ground in raising these questions but I am satisfied that they must be raised and faced if the improvement of the standards of University teaching, which we all desire, are to be attained, We must not be content merely to stereotype the present position of the Post-Graduate Department but we must, I feel sure, look forward to some such changes as I have indicated and we cannot be content to divorce from the affiliated colleges of the University all the higher teaching of the University.

The colleges are handicapped by lack of funds and, in some cases, by lack of accommodation for the carrying out of some of the work of which I have spoken and it will be the contribution of the University to aid it from its Post-Graduate Department with qualified men for undertaking the work which I have indicated.

I come next for a few moments to the other end of the scale, namely, to the Matriculation Regulations which are in course of consideration by the University and by Government. The lowering of the Matriculation age to 15 which has recently been effected, not, I understand, without some heart-searching of individual educationalists, is I believe generally welcomed as a necessity in the present state of affairs but I do hope that it may be possible to bring about some raising of the Matriculation standard which I think would be generally welcomed by educationalists ,in the Province. There is, I think, no doubt that the lowering of the Matriculation age to 15 years marks an advance so far as the education of girls and young women is concerned and I am told that it will lead to a spread of education in this direction.

The University some two years ago addressed Government on another matter, namely, the introduction of Vernacular Teaching in the schools and this is still a subject of discussion between Govern-

ment and the University. Some such change was, as you know, advocated by the University Commission and was universally approved by a Conference of Head Masters of the Schools, which was held under the auspices of the University. I hope it may be possible to bring about this much needed reform in the next few months or at any rate to make some advance towards that end. I am sure that it would tend to educational progress and improvement and I hope that our Mahomedan friends, some of whom are doubtful of the wisdom of the step, will realise that if such a change can be introduced the authorities of the University will so far as lies in their power see that Muslim students are not the sufferers and that where special arrangements are necessary to meet Mohamedan needs these considerations will be kept in mind before any change is introduced.

During the last year the following gentlemen delivered courses of Readership Lectures for the benefit of advanced students :—

Mr. R. Swami Aiyer, B.A., on "the Philology of the Dravidian Languages."

Dr. Radhakumud Mookerjee, M.A., Ph.D., on "Harsha," and Mr. S. C. Ghosh, on "Railway Economics."

And in order to promote a desire for original investigation and research among the advanced

students of the University and members of the outside public interested in education and culture, the following University Extension Lectures were delivered by eminent scholars on their special subjects :—

By Mr. W. G. Raffé, A.R.C.A., F.L.B.D., F.R.S.A., on

Art in Commerce and Industry.
What is Art?
The Psychology of Art.
Art and Mathematics.
Art, Religion and Nature.
Art and the Future.

By Prof. E. H. Solomon, M.A. (Cantab.), on the 'Protection of Indian Steel' and by Prof. S. G. Panandikar, Ph.D., on the "Wealth and Welfare of the Bengal Delta."

The Unsiversity Press has again done admirable work under difficult conditions and it has worked at high pressure throughout the year and at times it has had literally to work night and day with double shifts.

The following books and selections have been printed and published by the Press in the past year :

(1) The Development of International Law in the Twentieth Century, by Prof. J. W. Garner.

(2) Comparative Religion by Prof. A. A. Macdonell, M.A., Ph.D., LL.D.

(3) Asoka by Professor D. R. Bhandarkar. M.A., Ph.D.

(4) Manu Smriti, Vol. IV, Part I, translated with notes by Mahamahopadhyaya Dr. Ganganath Jha, M.A., D.Litt.

(5) Adwaita Philosophy by Pandit Kokileswar Sastri, M.A.

(6) Khanda Khadyakam edited by Pandit Babuya Misra, Jyotishacharyya.

(7) Philosophical Currents, Vol. III, translated from the original German by Dr. S. K. Maitra, M.A., Ph.D.

(8) Gopichandrer Gan, edited by Rai Bahadur D. C. Sen, Basantaranjan Ray and Bisseswar Bhattacharyya.

(9) Asamiya Sahityer Chaneki (Typical Selections from the Assamese Literature),

Vol. II (Vaisnava Period), Part II.

(10) Ditto ditto ,, III.

(11) Ditto ditto ,, IV.

These last three works are a continuation of the scheme for a Comparative Study of Indian Vernaculars which were referred to as in the Press by the late Sir Asutosh Mookerjee in his Convocation Address, delivered on the 24th March, 1923.

(12) Protection for Indian Steel by Mr. E. H. Solomon, M.A.

(13) Wages and Profit Sharing by Mr. R. N. Gilchrist, M.A.

(14) Journal of the Department of Letters, Vol. XI.

(15) Bulletin of the Calcutta Mathematical Society, Vol. XIV, Part IV, Vol. XV, Parts I and II.

(16) Proceedings of the Indian Association for the Cultivation of Science, Vol. VIII, Part IV, Vol. IX, Part I.

(17) Journal of the Chemical Society, Vol. I, Issue No. I.

This is a very creditable record and the output would have been greater had the Press been accorded further facilities. Another Linotype Machine is urgently needed which will cost a sum of Rs. 30,000 and Rs. 25,000 for further Machinery is also needed in connection with the Press. At the present time many books are delayed in publication which is disappointing to the authors and the delay in publication at times makes the books out of date when they are eventually published. The Press is, I am told, a paying concern and were it possible to incur the expenditure I have mentioned it would probably repay itself in a short period.

Shortly after I became Vice-Chancellor I was presented with a complete set of the publications of the Press; they cover a great number of subjects and some really excellent work has been produced which probably otherwise would not have seen the light of day. I only wish the publications were more widely known both in India and elsewhere throughout the world.

In conclusion, I should like to say a few words to those who have just been admitted to degrees.

You have finished your University course and you are about to embark on varying careers for which it has been the object of your studies to prepare you both from the point of knowledge and of character. It lies with you to mould your own destinies. Some of you will meet with success and some of you will make mistakes and you will, doubtless many of you, meet with disappointments and see the shattering of ideals which you have formed during School and College days but do not be unduly elated by success or unduly depressed by temporary failure, the first should only stimulate you to further effort and the latter is probably only a passing phase and mistakes can always be redeemed and I should like in this connection to quote to you some words from a poem of Edward Fitzgerald:

"For like a child, sent with a fluttering light
To feel his way along a gusty night

Man walks the world; again and yet again
The lamp shall be by fits of passion slain
But shall not He who sent him from the door
Relight the lamp once more and yet once more."

And, in conclusion, I would like to quote to you some words from your own great poet, Rabindranath Tagore, which you may well choose as the motto of your lives :

"This is my prayer to Thee my Lord—
Strike, strike at the root of penury in my heart
Give me the strength lightly to bear my joys and sorrows
Give me the strength to make my love fruitful in service
Give me the strength never to disown the poor or bend
My knees before insolent might
Give me the strength to raise my mind high above daily trifles
And give me the strength to surrender my strength to Thy will with love."

The 21st Fedruary, 1925

The Right Hon'ble Victor Alexander George Robert Bulwer-Lytton, Earl of Lytton, M.A., P.C., G.C.I.E., *Chancellor*

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

For the second year in succession we meet in our Annual Convocation under the shadow of a great sorrow. The Vice-Chancellor has reminded us of those losses by the hand of death which we suffered in 1924, that year in which the University of Calcutta was, perhaps, more cruelly stricken by fate than in any preceding year of its history. To some of the long roll of Senators and University workers who passed away last year I have already paid my tribute. I have not yet, within these walls, expressed my sense of the loss which the University suffered through the death of our late Vice-Chancellor, following, as it did, so quickly upon the removal of that great bulwark of our University, Sir Asutosh Mookerjee. As I said last year at the Convocation, when Sir Asutosh Mookerjee died, a feeling akin to consternation was created in our minds. In the midst of our sorrow and apprehension, however, we felt that though no one was capable of

bringing to the administration of the University that unique combination of almost superhuman industry, knowledge, and intellectual grip, which characterized Sir Asutosh, yet in Mr. Bhupendra Nath Basu we had a great Bengali statesman and patriot who would, we hoped, be able, in spite of his frail health, to steer us through the troubled waters that still lay ahead of us.

During the summer of last year Mr. Basu's long indisposition gave us cause to fear that the night was closing round his day, but we hoped against hope that he might be spared to guide the destinies of our University for a little longer.

Our hopes were doomed to tragic disappointment and he died on September 16th. During his brief Vice-Chancellorship Mr. Basu gave evidence that those qualities which he possessed in abundant measure—tact, clear vision, patience, industry and a grip of educational realities—would be placed unreservedly at the service of his University. The measure of his capacity is the measure of our loss. Though there was no truer Bengali patriot than Mr. Basu, yet his patriotism did not blind his eyes to the imperfections of national institutions. His wide experience, both of Indian and Western systems of education, enabled him to place his finger unerringly on those points of weakness in our University and school education which need reform.

and no public man, Indian or Englishman, in Bengal was so eminently qualified for the task of making those adjustments, with the consent of his countrymen, which are necessary if our system is to adapt itself to the rapidly changing needs of the time. I have lost in Mr. Basu a great personal friend, one for whom I had both affection and admiration. I join with you to-day in mourning one who was a great statesman, and would, had he lived to complete his heroically accepted task, have proved himself one of the greatest of the many distinguished Vice-Chancellors whom the University has known.

I have one further duty to perform before I pass on. There is one remark in the speech to which we have just listened from Sir Ewart Greaves which, I am sure, comes straight to us from the anvil of personal experience. In paying his tribute to Sir Asutosh Mookerjee's work, the Vice-Chancellor has feelingly remarked that it is only when one comes in close contact with the work of the University that one realizes the stupendous burden which he bore for so many years. I am well aware of the almost insupportable burden of work which Sir Ewart Greaves has laid upon his back by accepting the office of the Vice-Chancellorship of this University. Work which would form a reasonable whole-time task for most men is cheerfully performed by

him in addition to his ordinary day's work in the High Court, and I desire here to convey to him, as Chancellor, the grateful thanks of the whole University for which he sacrifices himself so unsparingly. Setting before himself the high standard of industry laid down by Sir Asutosh, he quickly grasped the multifarious problems of the University, and has, at the same time, won the confidence of his colleagues on the Syndicate and Senate. In your name, and on my own behalf, I thank him for the self-sacrificing public spirit, the industry and the sympathy which he has brought to our affairs.

The Vice-Chancellor has again reminded us that one of the great questions facing us is the future of that school of advanced studies which is somewhat inadequately named the Post-Graduate Department. Last year I said that the primary necessity was its stabilization. That is to say, we must examine and ascertain what measures are necessary to re-organize it, so far as it needs re-organization, and to plant its foundations firm and deep in the rock of financial stability. In pursuance of the suggestion which I made, a Committee has since been sitting, and I am well aware that its labours have been herculean. Like the Vice-Chancellor I must not try to anticipate the findings of that Committee. I have no idea what they will be. But whatever they may be, I should like to stress what

appear to me to be the essential necessities of the position. *First*, all avoidable waste must be eliminated. *Secondly*, nothing must be allowed in any way to impair the importance of the Department as a centre of advanced teaching and research; *thirdly*, the colleges should be associated as much as possible in advanced work, not merely in the interest of economy, but in the interest of the intellectual life of the colleges themselves. It is no gain but a definite loss if, by being entirely divorced from any share in advanced university work, your associated colleges gradually become intellectually impoverished, so that their students for the B.A. degree cease to have the advantage of the stimulus which comes from contact with first-rate minds. *Lastly*, let me repeat the assurance which I gave you last year that Government will give you whatever financial assistance may be necessary to secure the permanence of this important department of the University. We have made a tentative provision of two lakhs of rupees in this year's budget and as soon as your essential needs have been ascertained and agreed upon, we hope to be able to fix a suitable annual grant.

The Vice-Chancellor's reference to the Matriculation Examination has reminded us that the University takes not only post-graduate teaching, but almost all grades of education under its maternal

charge. I am glad to know that the reduction of the age-limit to 15 is on the whole generally welcomed as a necessity, even if, perhaps, as a regrettable necessity. But I am even more glad to know that it is hoped in the next few months to raise the standard of the Matriculation Examination. This is an urgent need from all that I hear, and when this reform has been effected it may be possible still further to reduce the age-limit for the Matriculation Examination or even to abolish it altogether. The subject of the introduction of teaching and examination through the medium of the vernacular introduces another debatable subject, but we have the authority of the Sadler Commission for making at least some change in the present system, and I trust you will come to a decision which both Hindus and Moslems can accept without demur so that Government may find it a simple matter to pass orders on your recommendations.

Ladies and gentlemen, we are faced with many urgent and difficult problems. Some of them the Vice-Chancellor and I have already mentioned: others, such as the establishment of a Board of Secondary Education and the problem of medical education, I shall not discuss on this occasion as the time is not yet ripe for any public announcement on either of them. The former subject has been much delayed by the political crisis which, for the

last six months, has deprived me of the advice of any Ministers. It will have to be dealt with by the new Minister for Education as soon as he is appointed and I hope to be able to resume the conferences between the Government and the University authorities before I leave Calcutta for the hills. My desire as Chancellor is to identify myself with the interests of the University in these and in all other matters, and this assurance I can give you to-day that if as Governor I find it necessary to agree to any educational policy in the interest of those for whom this University is less directly responsible than the Government, you can rely upon me as your Chancellor to see that the interests of the University, whether financial or otherwise, are not made to suffer thereby. That is a definite pledge by which you can hold me bound during the remainder of my term of office, and in all the problems of University administration or reconstruction, I think our progress would be more rapid if you would look upon me as the champion of University interests in the event of any difference of opinion with the Government.

Let us, in the first place, try to discover the points on which we can all agree and from that common standpoint we shall be the better able to approach the points on which we differ. In one matter I imagine that we are all agreed. We all desire the uplift of Bengal through the spread of

education. As to methods we may differ; our ideals are one. I desire with you, for instance, the maintenance of a real centre of advanced teaching and research in Calcutta, because I know that so far from Bengal having too many educated people, it has not enough. Our education may not all of it be of the right kind; some of our standards may, perhaps, be too low. If I may quote a saying of Mr. Fisher, with whom, when he was Minister of Education, I was privileged to work before I left England, we too may sometimes have cause to say that "the wrong things are being taught by the wrong people in the wrong way." "But if so," asked Mr. Fisher, "who is responsible?" "The culprit," he said, "is the nation. It cannot be too urgently represented that the future of the children of the people, so far as it is affected by education, depends on the number of men and women in the community who can be found to insist on a high educational standard in their various localities."

These words were applied by Mr. Fisher to schools in England, but there is no doubt that in many of our schools also the wrong things are being taught by the wrong people in the wrong way. But admitting this, what is the remedy? We must bring those of our students who are to be teachers into contact with the highest possible intellectual stimulus and under the best possible of all those

other agencies which contribute to the making, intellectually, physically and spiritually, of the good citizen. So long as your Post-Graduate Department is doing this—it is preparing men capable of raising the present low standard of the schools, and is thereby contributing to the making of that Bengali nation which is on the anvil to-day. If you can in Calcutta create and maintain a real centre of original thought and culture, its effect on the schools and so on the nation at large must eventually be felt. So without entering into details as to forms and methods which the Committee is at present considering, I repeat that in some form or other your Post-Graduate Department is a civic and national necessity; for, from it will or should emanate those currents of thought which will in time break down the barriers of prejudice and ignorance which at present hamper the nation's development. In particular I would express a hope that the band of writers and thinkers whom you are gathering in this home of learning may produce in their pupils a passionate desire to carry the torch of knowledge to every village in Bengal. When every young man who leaves your doors with the hall-mark of your stamp upon him also bears upon his heart the imprint of a burning passion to extend the light of knowledge to those millions of men and women who make up the bulk of the Bengali nation—the masses—then you

will know that you are doing a work for Bengal that is of more value to it than the production of many volumes of research. For, gradually you will produce that organized public opinion which must be behind any Minister of Education who is bold enough to tackle the problem of school education, both primary and secondary, and to face its financial implications. Just as in the words of the Sadler Commission's report "the main economic purpose of the co-operative movement is to democratise credit, one chief aim of the educational institutions of India should be to democratise knowledge." The cure for most of your ills is education, education and more education, not for the few, but for the many. Three decades ago, the Commissioners on Technical Education went from England to Switzerland. A Swiss witness said to them: "We know that the mass of our people must be poor; we are determined that they shall not also be ignorant." As a result of that spirit the Swiss in waging war against ignorance, put poverty to flight as well, and so it might well be in Bengal. Let your University and especially its Post-Graduate Department be a centre of thought and culture from whence can flow those continuing currents which will democratise knowledge, and diffuse a steadier judgment and a better-informed opinion through the whole body of the community. Until the ultimate urge of its stimulus

reaches right down through the secondary schools to the primary schools and the villages, you are not fulfilling your function in that full measure which the nation expects of you. Therefore, I say, whatever you teach your young men or your advanced students of research, send them out filled with an enlightened patriotism, with a healthy impatience of ignorance and prepared to wage a holy war against illiteracy until this reproach on the fair name of Bengal is for ever removed.

With you all, and especially with the young men and women who are to-day receiving those parchments which testify to their intellectual attainments, I would like to leave this suggestion of a holy war against ignorance, wherever it is found. Culture loses half its savour, if it is enjoyed in the midst of ignorance. It is idle to dream of building the nationhood of Bengal upon a foundation of widespread illiteracy. Educate the people and other problems will solve themselves. Some of you, perhaps, know that wonderful speech of Mr. Gladstone at Glasgow in 1892. In a striking simile he told of that ancient legend of the two Lacedaemonian heroes called Castor and Pollux—

"honoured in their life and more honoured in their death, when a star was called after them. Upon that star the fond imagination of the people fastened lively conceptions, for they thought that when a ship at sea was

caught in a storm, when dread began to possess the minds of the crew, and peril thickened around them and alarm was giving place to despair, that if then in the high heavens this star appeared, gradually and gently, but effectually, the clouds disappeared, the winds abated, the towering billows fell down to the surface of the deep, calm came where there had been uproar, safety came where there had been danger, and under the beneficent influence of this heavenly body the terrified and despairing crew came safely to port."

Ladies and gentlemen, can we not somehow, in the midst of the troubles which surround us, find our Castor and Pollux—our day star of hope—in this sacred nation-building task of education? When we differ and are about to despair of the possibility of progress at all, let us gaze up at that star and remind ourselves that our aims are one, that in the prosperity, and happiness of the people of this nation is the ultimate and final object of all our common efforts. For, the goal to which we all aspire is the good of Bengal, and with that star to guide us we may safely set sail into the unknown seas of the future, assured that should we ever be depressed by forebodings or sunk in despair, one glance at that star will remind us of our common ideal, and bring us safely into the harbour of tranquility, of friendly associated effort, and of triumphant co-operative achievement.

The 20th February, 1926

The Hon'ble Justice Sir William Ewart Greaves, Kt., M.A.,

Vice-Chancellor

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

When I addressed Convocation just a year ago we had to deplore the loss of many distinguished Senators from amongst our numbers but I am glad to say that during the past year the hand of death has not pressed so heavily upon our body.

We record, however, with sorrow the death of an Ex-Chancellor of our University, the Marquis of Curzon, our Chancellor from 1899 to 1904. He illuminated and adorned every work to which he set his hand, literary, political and educational, and as Viceroy and Governor-General of India, Secretary of State for Foreign Affairs and Chancellor of our sister University of Oxford he has left behind him a name which will always be memorable both in India and in Great Britain. His love for Calcutta is enshrined in the pages of the book which was published shortly after his death and to which he had devoted the scanty hours of leisure left to him in a life devoted to the service of India and of his motherland.

Lord Carmichael too, our Rector from 1912-1917, has recently passed away. His genial and kindly personality is still fresh in our memories and his interest in India remained unabated until the end.

Death has also removed a very distinguished scholar in Sir Ramkrishna Bhandarkar, who was an Honorary Fellow of this University for many years and whose scholarly reputation for Sanskritic learning extended far beyond the confines of India.

In August last death also removed from amongst us a very familiar figure within these walls for many years, Mahendranath Ray, Dean of the Faculty of Law and an elected Fellow of this University from the year 1891.

He served this University in many capacities, as an Examiner, as a Member of various Boards of Studies and Faculties, as President of the Board of Accounts and as a Member of the Syndicate. A distinguished Mathematician, an able and accomplished lawyer and above all a courteous and kindly gentleman we shall long miss him from our midst.

Death has also claimed during the past year Mr. Saradaranjan Roy who for many years served the cause of education as Principal of Vidyasagar College and we have also to record the deaths during the past year of two distinguished graduates of the University, Chittaranjan Das and Surendra Nath Banerjea. The political life of India and of this

Province had claimed them as her own and their names will ever be remembered in that connection but we are proud to number them amongst the alumni of Calcutta University and we gratefully record the services which Surendra Nath Banerjea rendered to education as a teacher at the old Metropolitan College (now the Vidyasagar College), at the City College, and at the Presidency Institution which we know as Ripon College and as member of the Senate from 1905 to 1909, and we are likewise grateful for the service Chittaranjan Das rendered to education whilst Mayor of this City in laying the ground-work of primary education under the ægis of the Corporation.

THE POST-GRADUATE DEPARTMENT.

I now turn to the Post-Graduate Department which has occupied a good deal of the energies of the University during the past year.

At the time of the last Convocation the Post-Graduate Committee, which had been appointed by the Senate on the 27th September, 1924, to ascertain if retrenchment in the Department was possible and to consider whether the pay and conditions of employment and service of the teaching staff was satisfactory, and to make recommendations to these ends, was still sitting. Its report is now a matter of history and the details of its recommendations

are well known to you. Its labours, as you know, were heavy and its sittings which began in November, 1924, did not end until the 9th May, 1925. In all it held some 73 meetings and the Senate occupied some five sittings in considering its recommendations and I should like to take this opportunity of expressing the thanks of the University to those who took part in its deliberations and who devoted their times so assiduously and ungrudgingly to this work. It is invidious perhaps to mention any names in this connection but I do desire to take this opportunity of expressing my own thanks to the Honorary Secretary of that Committee, Mr. Pramathanath Banerjee, for his untiring labour in this connection and to Mr. Syamaprasad Mookerjee for his work at the concluding stages of our deliberations which made possible the completion of the report in the month of May.

The investigation, I can say without hesitation, was a thorough one. We explored every department of Post-Graduate work and if the enquiry did not disclose the possibilities of the retrenchment for which some of us hoped the Committee have the satisfaction of knowing that their labours have resulted in putting the finances of the Department on a stable footing and of removing the sense of uncertainty amongst the workers in the Department which had hung over their heads as a heavy cloud for months, and I may say, for years. The corollary

of the conclusion of the work of the [illegible] ...ee and of the adoption of the report [illegible] Senate with some slight modifications [illegible] the settlement with Government of the recurring grant to be made for the work of the Department. With a view to arrive at this you, Sir, were good enough to invite representatives of the University to a Conference at Darjeeling in the early days of September last. The first meeting took place under your Chairmanship and the second was presided over by Sir Abdur Rahim, who was then the member of your Executive Council in charge of Education. These meetings were followed by a further conference in the early days of January of this year. Meantime the accounts of the University had been subjected to a thorough and searching scrutiny at the hands of the Finance Department and the Education authorities of the Government. And although the amount of the grant still awaits the final sanction of the Legislative Council we are not without hope that these meetings have paved the way for a settlement of this much vexed question which the University can accept as equitable and which should stand for the next five years. I hope, sir, that you will allow me to offer to you as Chancellor of the University our grateful appreciation of what you have done to make this settlement possible.

We realise the difficulty of the position for you: as Chancellor you had to consider the claims and

needs of the University whilst as head of the Province you had to bear in mind the manifold claims that come from all quarters for financial assistance from the funds at the disposal of Government. I doubt if the satisfactory settlement, which we have reason to hope may be reached, would have been possible without your intervention and I feel sure that it will be a source of satisfaction to you to feel that your exertions to this end have not been in vain.

The position of a University seeking assistance from Government is always a difficult one. It has to assert and maintain its cherished independence free from Government control on the one hand and on the other to satisfy Government that its claim for assistance is well founded. It has to insist that there should be no Government control or direction of its academic activities and to maintain that of those activities it must be the sole and only judge; it has at the same time to justify its claim for a grant by showing that there is no undue waste in its administration. I trust that as a result of the settlement at which we hope to arrive the University may be free to carry on its activities and improve and shape and extend those activities without recourse to Government and that for the next five years the financial assistance now to be accorded to the University by Government may enable the University to continue and improve its

work and that there may be no further recourse to Government except perhaps for any necessary capital expenditure on new buildings.

I feel sure that it is in the best interests of the University that the settlement now to be arrived at should be a final one for at least a period of years. After the Darjeeling Conference, to which I have referred, the University felt itself free to make the too long delayed appointments in the Post-Graduate Department in the place of the existing appointments which had expired on the 31st May last and which had been renewed temporarily pending the financial settlement with Government.

The Appointments Board, which had been formed as a result of the recommendations of the Post-Graduate Committee, met in November and spent two very strenuous weeks in scrutinising the work and qualifications of the candidates for appointments, helped by the recommendations of the respective Boards of Studies and of the Executive Committees of the two Post-Graduate Councils of Arts and Science. The Board had a difficult and delicate task : they were limited on the one hand by the resources at their disposal which were conditioned by the calculations upon which the application for Government assistance was based and on the other hand there were the claims to be considered of those who had been ill-paid for

some time and who had stood by the University in difficult and critical times.

I have no doubt that the decisions of the Appointments Board which have now been confirmed by the Senate have not commanded universal approval; we are none of us the best judges of our own worth, but I can claim that these appointments have been made and the salaries fixed after due and careful scrutiny of conflicting claims and with an honest desire to be fair to all concerned.

We can now claim that the Post-Graduate Department is established on a firm and unshakable basis and long may it flourish.

I hope it will now devote itself to an earnest scrutiny of such weakness as time has disclosed and to such improvement as may be possible in its teaching and curriculum.

It was founded on high hopes and aspirations for the development of knowledge and culture and Research and it has to justify these aspirations in the years to come. No doubt much good work has been produced but we must be satisfied with nothing but the highest standards of excellence if we are to prove ourselves not unworthy of the hopes of those to whom it owes its existence.

I do very earnestly hope that the work of the department will be tested by the application of the very highest standards and that none shall rest satisfied until these are attained. All of us who have

worked for this department are anxious that it should attain a world-wide reputation for teaching and research and I hope that now that the financial position is assured this may be attained.

RESEARCH WORK OF POST-GRADUATE DEPARTMENT.

I should like to refer for a moment to some of the Research work carried out in the Post-Graduate Departments since the last Convocation. I turn first to the Department of Science.

Professor Raman, Palit Professor of Physics, reports that the work carried out by himself and his collaborators has resulted in developments in three directions, firstly in the discovery of a new optical phenomenon exhibited by all liquid surfaces generally, the study of which is of significance from the standpoint of molecular physics and physical chemistry. Three papers on the work done by him in this subject in collaboration with Mr. L. A. Ramdas have been published by the Royal Society and a new pathway of investigation into the nature of liquid surfaces and their molecular behaviour has been opened up. Secondly, as a result of investigations carried on by Professor Raman in collaboration with Professor Sogani of the Benares Hindu University a new optical effect shown by emulsions has been discovered and a first

instalment of the work is appearing in the Philosophical Magazine. Thirdly, the Professor reports an extension of his studies of the scattering of light in fluids which have resulted in showing that the method enables the finding of the structure of molecules by optical observation and one of his pupils, Dr. Ramanathan, has investigated by this new method one of the most fundamental problems of organic chemistry, *viz.*, the structure of the benzene ring and this work is being published by the Royal Society.

Professor Raman further reports the following work done on special optical problems :

(*a*) A paper contributed by him to the October number of the Philosophical Magazine showing that the ideas of a familiar optical phenomenon, total reflection, must be revised and that in reality there is never any total reflection.

(*b*) The publication in the Journal of the Optical Society of America, in collaboration with Mr. Kedareswar Banerjee, of the results of optical studies of the deformations occurring in the impact of solids.

(*c*) The publication in the transactions of the Optical Society of London of investigations carried out by him with Mr. S. K. Datta of St. Xavier's College on the Theory of Brewster's Bands. Professor Raman has also lectured at Patna University on the differentiation of X-Rays, in Moscow and

in Germany, on the Structure of the Benzene Molecule before the Mendeleff Congress of Chemistry and before the Physical Institutes in Leningrad and Moscow during his visit to attend the bi-centenary of the Academy of Science of Russia.

Professor Raman is also engaged in writing a book on his investigations on Light Scattering and is contributing four chapters on the Theory of Musical Instruments to the new Handbuch des Physik.

Professor Raman has recently placed before the University a scheme for the development of research in Physics which involves the building and equipment of a special laboratory adjoining the College of Science.

I have no doubt of the need of such a laboratory if a great school of Physics is to be developed by the University but unfortunately the University has no funds available for this purpose and under the terms of the Palit Trust capital expenditure of this nature cannot be undertaken out of this Trust Fund. I commend this scheme to any would-be benefactor of the University as I feel sure it would add lusture to the name of the University throughout the world and benefit the scientific advance of India.

Sir Prafullachandra Ray, Palit Professor of Chemistry, to whom we are indebted both for the original work which he has carried out and for his

splendid results as a teacher of others, reports researches carried on with his students during the year in

(1) Varying Valencies of Platinum with reference to Mercaptanic radicals;

(2) Chain Compounds of Sulphur;

(3) Synthesis of Cyclic Polysulphides;

(4) Synthesis of Condensed Heterocyclic systems;

(5) Constitution of Complex Platinum Compounds derived from Ethyl Sulphide;

(6) Studies of Isomorphous Alum;

and various other researches have been carried on under his direction in dyes and other things.

Professor H. K. Sen has been engaged in investigations into the following and other subjects:

(*a*) Temperature of a Hydrocarbon Flame.

(*b*) Synthesis in the Quinoline and Isoquinoline series.

(*c*) The Heat Balance in an Oil-fired Glass Furnace.

(*d*) A Theory of Alcoholic Fermentation.

(*e*) The Electrical Nature of Fermentation.

(*f*) Ultramarine Blue from Indian Raw Materials.

Professor J. N. Mukherjee (Khaira Professor of Chemistry) has carried on investigations into "Coagulation" which have been published in the

Annual Reports of the London Chemical Society on the progress of Chemistry, and he has a long list of other research work to his credit.

Prof. P. C. Mitter has devoted his research mainly to the Synthesis of Rubiadin, a natural dye-stuff occurring in Madder Root.

Mr. Pabitranath Dasgupta has published papers in the Journal of the Indian Chemical Society on—

(1) New Mercury Ammonia Compounds,
(2) Cobalti-Ammine Chromates,
(3) Metallic Compounds of Rubeanic acid,
(4) Complex Iodides of Tin and Antimony.

Professor Agharkar (Ghose Professor of Botany) has been engaged amongst other work on the Flora of Central Nepal and students under him have been engaged in studies of the Lichens of Bengal and the Bengal Flora.

Mr. Sinha (Professor of Botany, Presidency College) has to his credit an original paper on the Antiquity and Therapeutic uses of the Indian Spikenard and he has published other original work.

Mr. Dasgupta, one of the lecturers in Geology, has written amongst other papers one on the Provision of Earthquakes.

And other lecturers have research work to their credit which time and space do not permit me to refer to in detail.

Arts Research.

The Post-Graduate Department in Arts can point to a very considerable number of original papers and books published during the session 1925-26 which include contributions from all the Arts departments. I can only refer to a few of them this afternoon but I hope that those whose work I do not specifically mention will realise that my omission is due to no disparagement of their work but that I am constrained by conditions of time and space from mentioning every one. Our two Philosophy Professors—Dr. Hiralal Haldar and Professor Radhakrishnan—have respectively produced works on British Neo-Hegelianism and on Indian Philosophy. In Anthropology Rao Bahadur Ananthakrishna Iyer has produced his third volume on Cochin Tribes and Castes. In Economics Mr. Prafullachandra Ghosh has written on " A Study of Indian Poverty " and Mr. Ramchandra Rao on " Indian Economic Progress " and " The Economics of the Leather Trade and Industry."

Of our workers in Comparative Philology Dr. Taraporewala has written on " The History of Writing " and " The Religion of Zarathustra " and Mr. Bijoychandra Mazumdar on " Orissa in the Making."

In the Indian Vernacular Department Dr. Dineschandra Sen has produced his second volume of Eastern Bengal Ballads. The History Department shows a long list including works by Dr. G. N. Banerjee on "Khmer Civilisation," by Mr. Surendranath Sen on the Portuguese connection with India embodying some of his researches into the records at Goa, by Dr. Stella Kramrisch on Indian Sculpture and Gupta Sculpture, by Mr. R. Kimura on Buddhism and we have from Dr. Abinashchandra Das, Vol. II of his work on Rig-Vedic Culture.

In Pali we have work from Dr. Benimadhab Barua on "Asoka's Dharma" and from Dr. Nalinaksha Datta on "The History of the Spread of Buddhism." From the Department of English we have a work on "The Origin and Development of the Bengali Language" from Dr. Sunitikumar Chatterji and "Studies in Spenser" from Mr. Mohinimohan Bhattacharyya. In the Sanskrit Department Dr. Prabhatchandra Chakravarti has produced a translation from the Mahabhashya of Patanjali and Pandits Ananthakrishna Sastri, Sitaram Sastri and Amareswar Thakur have respectively produced the following works: "A Commentary on Vedanta-paribhasa," "An Original Treatise in Sanskrit Pratisakhya Samiska" and "The Law of Treasure-trove in Ancient India."

THE MATRICULATION REGULATIONS AND THE SECONDARY BOARD.

The Post-Graduate Department has detained me so long that I can only deal very briefly with what remains.

I should like however to refer shortly to two matters vitally affecting the 900 Secondary Schools working under the University. I mean the Matriculation Regulations and the proposed Secondary Board. Both these questions have occupied the time and attention of the University since the last Convocation. We submitted some months ago to Government our reply to the criticisms directed against our proposed new Matriculation Regulations and we are awaiting their reply. These Regulations, as you know, include a provision for the introduction of vernacular teaching in the schools, a reform recommended by the University Commission and already too long delayed. I am not unmindful that as regards the Province of Assam difficulties present themselves and the University will carefully consider any proposal designed to safeguard the schools in those districts of Assam where the introduction of teaching in the vernacular would present difficulties owing to local language conditions and the regulations as prepared by the University contain provisions designed to operate to this end.

I am told that special measures may be necessary in some districts in the interest of the Urdu-speaking Mahomedan students but I venture to think that here again the provisions of the regulations which we have drafted will secure this, but I can say that the University are prepared to sympathetically consider all such cases where special consideration is necessary. We desire to see education spreading amongst our Mahomedan fellow subjects in the Province and I am sure I voice the view of the University when I say that they are prepared to assist towards this end with all the means at their disposal. I have anxiously asked for figures of the number of Urdu-speaking students and of their geographical location, but so far I regret to say that I have asked in vain, but I can promise on behalf of the University that directly these figures are forthcoming they will be sympathetically considered by the University and efforts made to show special consideration to each case. The establishment of a Secondary Board, again another recommendation of the Commission, was considered at a Conference between Government and the University which was held in April last and although the University were unable to agree to the proposals then put forward they have since submitted their proposals for the consideration of Government and are awaiting a reply.

Both in the interest of the University, heavily over-burdened as it is with detailed work which diminishes the time available for dealing with directly University problems, and in the interest of the schools themselves, who require more attention than the University is in a position to give, it is urgently necessary that some agreement should be arrived at between Government and the University upon this question. It is not I think impossible that agreement should be reached but I desire to emphasise what I have said elsewhere that the University are bound to insist upon three conditions :

(1) That the Board must be an independent body.

(2) That the Matriculation Examination must remain under the University.

(3) That the establishment of the Board must not impair the finances of the University.

Other problems affecting the schools which have occupied the attention of the University during the past year are the preparation of a Code to regulate the position of teachers in non-Government schools and the question of the pay and prospects of teachers in those schools.

I am glad to say that considerable progress has been made in the preparation of a Code and a Committee is sitting to this end and we are fortunate to have on that Committee two such experts as the

Director of Public Instruction and Mr. Stapleton, the Principal of Presidency College, so I hope that a satisfactory Code may be produced and that the teachers may be free from any undue interference in their work by School Committees and may obtain greater security of tenure in their appointments.

As to the improvement in pay, the University in May last issued a circular (No. 228) to all the non-Government Schools in the Province which, I hope, will mark the beginning of an improvement in the pay of teachers in the schools which is still, however, far too low. I am glad to say that many schools have already fallen in with the suggestions of the circular and raised the pay of their staff. In the same circular we have insisted on the introduction of a Provident Fund and in many schools this has already been started.

Improvement of pay and prospects must be gradual yet progressive and it is not possible for the University "by a stroke of the pen" to raise the salaries to the standard to which we must aim at attaining. This must be done gradually and a too rapid rise would only result in the destruction of many of the existing schools in districts where they are badly wanted which would not be in the interests either of the teachers themselves or of the scholars of those schools.

THE UNIVERSITY PRESS.

The University Press has again done good work during the past year and some 40 books have been published dealing with various subjects, Ethnology, Banking, Bengal Life, Evolution of Law, Economics, Vedantic Thought and so on. In addition the Press has produced various selections for use at the Matriculation and Intermediate Examinations, the sales of which go to swell the scanty resources of the University. I commend to your consideration the Descriptive Catalogue of Publications issued by the Calcutta University Press which speaks far better than I can do of the work which the Press is and has been doing; this catalogue is being widely distributed and the Press has established exchange relations with most of the Universities in Europe and America. I should like before I leave the subject to express my appreciation of the work done on behalf of the Press by the Press and Publications Committee and by the Assistant Registrar.

BENEFACTIONS.

We express our thanks for the benefactions received during the year: Maharaja Sir Bir Mitroday Singh Deo Dharmanidhi Jnan Gunakar, Ruling Chief, Sonepur, has given a further sum of Rs. 33,000 for the creation of a Chair in Uriya: the

widow of the late Director of Public Instruction, Dr. Dunn, made over to the University her late husband's collection of books, and we have to thank Mr. Bijaybasanta Basak for a 5 H.-P. Motor and Hydro-extractor for use in the workshop of the Applied Chemistry Department and we note that the gift was prompted by appreciation of the valuable services rendered by Prof. H. K. Sen to the donor's firm.

I would that the list were larger and I should like once more to commend to the generosity of the Province the multifarious needs of the University both for the endowment of Chairs and for the development of research. I would that the princely gifts which we read of from time to time given to Universities in America and in Great Britain may find an echo here and that another Sir Rashbehary Ghose and Sir Taraknath Palit may be forthcoming from amongst us. It is from such sources rather than from Government aid that I would have the University look for assistance in the future.

DOCTORATES.

The following Doctorates of Philosophy have been conferred during the period under review: On Binodbehari Datta whose subject was "Town Planning in Ancient India," on Nalinaksha Datta whose subject was "Early History of the Spread of

Buddhism and the Buddhist Schools," on Ramkrishna Rai whose subject was "Emerson, his Genius and Prestige," on Satyacharan Law whose subject was "Pet Birds of Bengal," and on Bhanubhusan Das Gupta whose subject was "Paper Currency in India, a Historical and Critical Study." And Sasibhushan Mali was awarded a Doctorate of Science for a Thesis on "A Critical Review of Tronton's Law and its applicability at the Triple Point."

SCHOLARSHIPS.

The Palit Foreign Scholarship was awarded to Dr. Jogendranath Bardhan, and Ghose Travelling Fellowships were awarded to Dr. Surendranath Sen, Mr. Sunilchandra Bose and Dr. Sudhamay Ghosh.

ASUTOSH BUILDING.

A notable event in the history of the University was the opening on the 29th June of the Asutosh Building erected on the old Fish Market site.

It was named after the late Sir Asutosh Mookerjee to whose energy and inspiration it largely owes its erection.

This has to some extent relieved the grave congestion of the Post-Graduate Department but additional accommodation is urgently required for this Department, for the Law College and for the

Students' Welfare Department and for the University Corps and I do hope that in the near future we shall see another storey added to the existing building.

This reference to Sir Asutosh Mookerjee reminds me that the Law College in order to commemorate his memory and his association with the College have set aside out of its accumulated funds a sum of Rs. 20,000 to be known as "The Asutosh Readership Fund" the income of which is to be applied in providing a stipend for the Reader who is to be annually appointed and the first course of lectures in this connection is to be delivered at the end of this year. It is also hoped to further commemorate his name by endowing a Chair in some arts subject to be called "The Asutosh Chair."

STUDENTS' WELFARE COMMITTEE.

Before I conclude I should like to make a reference to the work during the past year of the Students' Welfare Committee. They have continued their invesitgations into the health and physical conditions of the students of the University with a zeal and energy which is worthy of all praise. The investigations have extended to the dietary and physical training of students and the Committee have made some valuable suggestions with regard to dietary as a result of an enquiry into the food supplied at various University and College

Hostels. As to physical training schemes have been prepared and they are being submitted to the Colleges for an expression of their views and it is hoped in the near future to introduce some scheme for compulsory physical training of students during a part of their College course.

The Senate has recently passed a resolution for the compulsory Military Training of all students. How far this is possible I do not know but I should like to commend to students the University Training Corps whose annual Training Camp on the Maidan I visited in December last. I was much struck by what I saw and I would take this opportunity of expressing on behalf of the University our grateful thanks to Mr. Justice Rankin, who commands the Corps, and to Captain Hyde, the Adjutant, for the valuable and painstaking work they have done on its behalf.

Once more I have to tender my thanks to those gentlemen who have worked with me on the Syndicate and in the Senate and on the various Committees which have sat throughout the year. Our task has been a heavy one and I hope our labours have not been in vain. I should like also in this connection to record my grateful appreciation of the assistance I have always ungrudgingly received from the Registrar, from the Controller of Examinations and from other officials of the University.

I have only been able in the course of this Address to deal with a few of the problems which are confronting the University at the present time. There are many others, constructive and administrative, which have to be faced.

The activities of this University are many and far-reaching and we must beware lest the larger problems which have to be faced are lost sight of in the minutiæ of details which press upon us day by day.

The problem of the future careers of our students is one of these problems that I suppose presses insistently upon all of us. I am continually coming across the finished products of our University, many of them with excellent University careers behind them, seeking for employment.

How far the University can help in this direction is a matter which calls for consideration. I am reminded that it was with the help of this University that Captain Petavel as a Lecturer in the Post-Graduate Department on the Poverty Problem was enabled to develop his scheme for dealing with middle class unemployment, for which he claims to have found a solution and I am only sorry that he has been unable from lack of funds to demonstrate the working of his scheme on a large scale, for it is by such a demonstration that it can alone be tested

and I hope that some rich and generous donor may enable this to be done at an early date.

I do not desire however to end this address upon a despondent note.

No one who has seen the work of the University at close quarters as I have done during the last eighteen months can but feel proud of the great edifice which the labours of our predecessors have created; imperfections no doubt there are; improvements in many directions have to be carried out but the establishment of the Post-Graduate Department has paved the way for a real advance of learning. Under the ægis of this department we are assisting in the rediscovery and interpretation of the ancient learning of India, we are advancing with no uncertain steps in the investigations of the new problems which modern scientific research and discovery are almost daily propounding and solving and we are endeavouring to approach the problems of government, of civic development, of economic advance and of industry fortified with the knowledge gained by a scientific study of those subjects. I wish the University in the years which are to come unbroken and unclouded prosperity and when the time comes, a few months hence, for me to lay down the office which I now hold I shall always look back with pleasure on the small part I have been privi-

leged to play in the work of the University and I shall watch with interest and with sympathy the part which Calcutta University is playing in the advancement of learning.

To those students whom I have to-day admitted to degrees I wish successful and prosperous careers in the occupations to which they may be called.

I hope in the years which are to come they will bear themselves manfully in the struggles which lie before them, forgetful of self, mindful of others and living ever as true and faithful servants of their fellows and of the motherland which bids them to her service.

The 20th February, 1926

The Right Hon'ble Victor Alexander George Robert Bulwer-Lytton, Earl of Lytton, M.A., P.C., G.C.I.E.,
Chancellor

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

I address you this year with the knowledge that four years have passed since I first became your Chancellor and that but one year remains in which I may continue to share with you some responsibility for the welfare of this great University.

As I look back on the years that have passed, I am struck by the extent to which my ability to be of service to you has been diminished by the fact that I am also the Governor of the Province. In England, there is a legal convention that the King can do no wrong. In Bengal, I find there is a political convention that the Governor can do no right. It is undoubtedly unfortunate for the University to have for its Chancellor one who is so seriously handicapped. This dual rôle, which has been entrusted to me by statute, is a very difficult one to fulfil. The good intentions and benevolent efforts of Chancellor Jekyll are for ever being frustrated by

the evil reputation of Governor Hyde! I realize now, as I look back, that at these annual convocations in the past I have made the mistake of trying to persuade you that Hyde was really as good a man as Jekyll. In the belief that you would naturally trust your Chancellor I have asked you to show equal confidence in the Government of which he was also the head. I have found, however, that your instinctive mistrust of the Governor has determined your attitude towards your Chancellor when you find him to be the same man. This year I propose to correct that mistake. I shall not say one word to you as Governor of the Province. I disown that wicked person altogether. I speak only as your Chancellor, and I shall review the past year as the Vice-Chancellor has done from the standpoint of the University alone.

In the first place, let me congratulate the University upon the unconditional surrender of the Government in the matter of a grant for the Post-Graduate Department. You know, of course, how urgently we have represented to the Government the needs of this Department and how long we have waited for a satisfactory answer. A year ago we were promised help and asked to retrench our expenditure. Then we appointed a Committee to go into the whole question. That Committee conducted a most laborious examination of the position and,

after much heated discussion, during which both sides showed commendable dignity and forbearance, came to a conclusion which was accepted by all and formulated a demand for three lakhs of rupees. Still the Government hesitated and questioned. Conferences and correspondence continued up to the end of the year. Then came complete silence, which was broken only yesterday when the Hon'ble Finance Member announced in the Legislative Council the complete surrender of the Government and the provision in this year's budget for the full University demand! How was it that this signal victory was at last accomplished? Ladies and gentlemen, I will tell you how it was done. I will give you a peep behind the scenes. I will reveal to you an important State secret. As the Chancellor of the University I secured the assistance of the Hon'ble Member in charge of Education and together we went in deputation to the Governor and the Finance Member—the two most important and stubborn members of the Government. I think these two must have a double dose of the original sin shared by their colleagues. When we got there we pointed out to them that the people of Bengal expected the Government to contribute towards a permanent memorial to Sir Asutosh Mookerjee; we argued that the best memorial they could erect was the stabilization of the department which repre-

sented his life's work; we further explained that the differences between them and the University were merely a matter of arithmetic, and we urged them not to spoil the effect of a generous act by a petty squabble about insignificant details. We argued with them for a long time; at first the task seemed hopeless, but at last we warmed their cold hearts, we widened their poor narrow little minds, and we won from them a grudging consent! In order to make our victory quite sure we then went—all four of us—the Chancellor, the Governor, the Education Member and the Finance Member—and tackled the other three members of the Government, whom we overpowered by force of numbers! The result is, gentlemen, that if the University figures prove to be correct, we shall receive three lakhs of rupees; if not, we shall receive three lakhs of rupees, less the amount by which our estimates of income are found to be in defect of the actual receipts. Mr. Donald, the Member in charge of Education, is present here to-dav and I am glad to take this opportunity of expressing to him the thanks of the University for the help he gave me on that occasion, and my own sympathy with him in having, like myself, to support a dual personality! The method so successfully employed on this occasion I hope to employ with equal success in other matters which are pending between the Government and the University.

Ladies and gentlemen, I am delighted to hear of the amount of recognised research work that the University is producing and I trust, now that our workers are freed from anxiety as to their future, that the record of the University in this respect will continue to improve. I am glad especially to note that Professor Raman, who combines with Sir Jagadis Bose and Sir P. C. Ray to form our local scientific constellation, consisting of three stars of high magnitude, each with its revolving satellites, continues to add lustre and reputation to the University which he has adopted as his own. I take this opportunity also of congratulating him upon his recent visit to Russia, and I feel sure that he impressed his hosts quite as much as they impressed him.

I now leave the Post-Graduate Department with an assured future and an ever-increasing reputation for scholarship and research, and I ask you to direct your attention to the colleges and the schools. They after all form the foundation of our University and we must not neglect the foundations while we are strengthening the roof. The revision of the Matriculation Regulations is urgent and the revised proposals of the University are now awaiting the approval of Government. With the help of the Education Member, which recent experience justifies me in counting upon, I have every hope that I

may obtain from them an early and satisfactory decision in this matter also. Among the proposals of the University is the far-reaching one that Bengali should replace English as the language of instruction and examination in the schools. I am not able to tell you what the attitude of the Government on this matter may be, but I should like to say something about it as Chancellor. It has always struck me, when I have visited the schools in this country, that, in addition to having to acquire a knowledge of several languages, the scholars are severely handicapped by having to study every subject in the medium of a foreign language, and I am certain that this must considerably retard their progress. I have, therefore, complete sympathy with those who would like to see the mother-tongue substituted for English. Unfortunately, as happens so often in India, the application of such a principle is not nearly so simple as it appears. If Bengali were the mother-tongue of all the scholars in the schools of Bengal, the principle for which the University contends could and would have been applied before now. The only difficulty is that there are many scholars to whom Bengali is as much a foreign language as English. What then is to be done in such a case? There are two principles which must, I think, be conceded, and if they are accepted, a solution should not be difficult. The first is that the interests of a

majority should not be completely subordinated to those of a minority. If it be in the interest of the large majority of Bengali students that they should receive instruction in the Bengali language, then they should not be compelled to receive their instruction in English, merely because a smaller number of children have a different mother-tongue. That, I think, is a proposition which cannot be seriously contested.

But an equally important principle is that the interests of minorities, if they are sufficiently important are entitled to some consideration at the hands of majorities, otherwise the tyranny of majority rule may be as great as any other kind of tyranny. For instance, it is recognized, I believe, by everyone that you could not force students in Assam to receive instruction in Bengali merely because their schools are affiliated to Calcutta University. The interests of a large minority of Urdu-speaking Muhammadans in Bengal itself are equally entitled to consideration. We must not forget that even if the number of Moslems in Bengal, whose mother-tongue is Urdu be small, they will have the sympathy of millions, if their interests are not adequately safeguarded.

There is another consideration which must not be lost sight of in the interest of all the students, whether Hindu or Muhammadan. A good know-

ledge of English is so necessary to the study of any technical subject that it would be a serious handicap to the students if the teaching of English, as a separate subject, were allowed to deteriorate. I hope, therefore, that if the main principle is conceded, the University authorities will consider in a liberal spirit how the interests of minorities may be safeguarded and will take steps to secure an improvement in the teaching of English at the same time that English is abandoned as the medium of instruction in all subjects.

There is one other comment which I should like to make while I am on this subject. This change, which the University has asked for, is not, as some have suggested, a reversal of Lord Macaulay's education policy, but rather a recognition of the completion of its purpose. In Lord Macaulay's time it was certain, in the words of the Committee of Public Instruction of that day, that "the vernacular languages contained neither the literary nor scientific information necessary for a liberal education." Macaulay aimed at creating a body of Indians who would among other things refine the vernacular dialects of the country, and by enriching them with the terms of science borrowed from the nomenclature of the West, render them by degrees fit vehicles for conveying knowledge to the great mass of the population. If you are convinced that

the time has come when your mother-tongue should be entrusted with the task of conveying all the knowledge required in schools, it is merely a triumphant vindication of that policy. The late Mr. J. D. Anderson described Bengali as " one of the great expressive languages of the world, capable of being the vehicle of as great things as any speech of men." A language which can be described in such words is surely a fit vehicle for the instruction of the boys and girls of Bengal.

There is one other subject referred to by the Vice-Chancellor on which I shall like to comment.

Now that the question of the Post-Graduate Department has been satisfactorily settled and the revision of the Matriculation Regulations is nearing accomplishment, the establishment of a Board to deal with Secondary Education remains the outstanding question which is likely to occupy the attention both of the University and the Government in the present year. I sincerely hope that before Mr. Justice Greaves retires from the office of Vice-Chancellor and before I cease to be your Chancellor, this much needed reform may be accomplished in a manner acceptable to all parties. The Vice-Chancellor has mentioned three conditions as representing the present views of the University. I can assure him that I find nothing to quarrel with in those conditions, though it must be admitted that the second

involves a very real departure from the recommendations of the Sadler Commission. I can promise him my personal co-operation to secure a settlement on these lines in the few months remaining to us in our respective offices. The speech which he has made to-day and the conferences which have already taken place on the subject encourage me in the belief that this question is now ripe for solution. The outstanding fact must be apparent to all of us that there is at present no real constructive control of the school system of Bengal. I am aware of the devoted labours of some members of the Syndicate to whom deserving tribute has been paid to-day, but the deep, far-reaching changes required in the whole school system can only be carried into effect by whole-time administrators, working under a body possessed of a more varied experience and far more representative of the various interest in this province of Bengal than that which at present administers it. My meaning will be clear if I venture to remind you that the virtual administrative control of the whole school system of the province rests with a school committee, which includes no representative of industry, nor of commerce, nor of trade, no engineer, no doctor, no teacher in schools, no scientists, no representative of agriculture, no woman; it consists solely of members of the great profession to which you, Mr. Vice-Chancellor, belong, and of

selected educationists. Grateful though we all are to its unremunerated labours, it obviously suffers from a lack of representative character, and is ill-devised to bear the weight of the increasing burden which rests upon it.

I am glad to hear that an attempt is being made to improve the pay of teachers, and to protect their interests and though it may be impossible to proceed as fast as we should like, I would deprecate an excess of caution in the task of insisting that fee rates adequate to produce a living wage for the teachers are charged. Hungry men can ill bear delay.

Mr. Vice-Chancellor, I have dealt with the matters that seem at the moment to offer the best prospects of an early solution. I wish I could see some prospect of an early inauguration of the three years' Honours course in the affiliated colleges, or of an improvement in intermediate education. I am well aware of the immense difficulties in the way of reform here, but I trust that as soon as you can obtain some respite from the other urgent tasks which are engaging your attention, you will attempt some improvement in those directions.

You, Mr. Vice-Chancellor, have recently given utterance to your apprehensions that Bengal is falling behind intellectually compared with other provinces. In so far as this is true, I think it is mainly due to the poor standards in the schools. But a

second real contributing factor is the inadequate training which students receive at the intermediate stage. At this stage they are taught in many cases in immense classes which preclude the possibility of individual attention, and this at a time when they have scarcely learnt to carry on independent study. I am glad to know that you are carefully considering the request of the Government of Bengal that in a few cases schools shall be permitted to add small intermediate classes in which more individual attention may be given. The results of these very desirable experiments, should they take place, will be watched with interest. As regards the three years' Honours course, I can only say that I attach much value to the proposal, and I hope you will not allow it to be shelved.

It cannot fail to be a matter of regret to every member of this University to consider how little it has yet benefited from the wise counsel of the Sadler Commission. Without insisting that that advice was perfect, without emphasizing every detail of their recommendations, I am sure most of us feel that on broad issues they were right. But I find a tendency to challenge even some of their fundamental recommendations and to test over again issues that it was thought were at any rate theoretically decided, with the result that almost every University in India has benefited more from the labours of that

Commission than the one which they specially sought to help. Of course, gentlemen, you have every right to try over those issues once again, but if the result is inaction and stagnation the service you do to your University is equivocal. In the words of Burke, let us " rather run the risk of falling into faults in a course which leads us to act with effect and energy than to loiter out our days without blame and without use."

" Public life," he tells us in another passage, " is a situation of power and energy; he trespasses against his duty who sleeps upon his watch as well as he that goes over to the enemy." Let us take warning in this matter from the story of Tarquin and the Sibylline books. An old woman, you will remember, brought nine books which she stated to contain divine oracles and offered to sell them to the king for a certain sum. The king laughed at her and called her mad for demanding such a price. She then burnt three books and offered the six at the same price. The king laughed all the more. Thereupon she burnt three more, and offered the remaining three at the original price. Tarquin, struck with her pertinacity, finally consented to give the whole price for the remaining three books. Ultimately the three books became one of the most treasured possessions of the Roman Republic, being placed under the care of 15 commissioners, whose duty it

was to consult them on an order of the Senate. I do not anticipate that the Sadler Commission's Report will ever receive the veneration ultimately conceded to the Sibylline books, but by the continued neglect of it we are losing something we can never regain, just as the King of Rome lost six of the books by his procrastination. Every day we loiter,, the problem is becoming harder to solve; vested interests are growing up and being consolidated; and I fear that unless we are stimulated into action by fear of the dire practical consequences which result from procrastination, such as those which you, Mr. Vice-Chancellor, recently touched upon in your public pronouncement at Serampore, we may lose not six, but the whole nine of our Sibylline books, and live to regret the irretrievable loss of treasures that with greater resolution and decision we might have made our own, to the benefit not only of ourselves, but of generations of our descendants.

I must not forget that the object of all our solicitations, our work and anxious care is the student, and as the students are present to-day in far greater number than the professors and tutors, I ought properly to address the bulk of my remarks to them. I fear that I have devoted so much of my time to their pastors and masters that I must shorten the words I would otherwise gladly address to them. But I do desire to remind those young men and young

women who have to-day received their degrees that they are at the beginning and not at the end of their education. Most of you have passed your last paper examination and on that I offer you my hearty congratulations. Looking back on my own life I think the day which I recall with the greatest pleasure is that on which I left the examination hall for the last time. But I have since found, as you will find in your turn, that life contains examinations even more testing than those of school or college, and as long as we live we remain on trial. You are at present like those persons whom Plato pictures in his Republic as emerging suddenly into the light of day after having lived for long in the darkness of a subterranean cave. So dazzled were they at first by the glare of the sun that they could not distinguish clearly the many objects that were revealed for the first time to their enraptured gaze. Then when they had got used to the light and returned to their former cave dwelling, they could no longer see in the gloom with eyes that had looked upon the sun. You have emerged from the darkness of ignorance and the sunlight of knowledge now shines with such a splendour upon your path that though it will reveal to you much that is new it may blind you to the true proportions and values of what you see. Be on your guard, therefore, against errors of judgment that are inevitable until experience has given you the neces-

sary perspective. The best protection against such errors is the armour of humility. But do not mistake timidity for humility. Be not afraid to state your opinions and to act up to your principles whatever they be, but do not assume too readily that either your opinions or your principles are necessarily infallible or superior to all others. Though you are full of light, and everything round you seems to be illumined with your newly acquired knowledge, remember that those who have been longer in the light will see more accurately than you do, and that even those who have remained in the darkness of ignorance will distinguish some things within the limitations of their gloom more faithfully than you can with the sun in your eyes. Go forth then with confidence tempered by humility, with courage, with enthusiasm, with joy, seasoned also with charity, and may the knowledge you have already acquired, supplemented by the experience which will come to you hereafter, teach you to see life steadily and to see it whole.

(Special Convocation)

The 29th July, 1926.

Sir Hugh Lansdown Stephenson, K.C.I.E., C.S.I.,
Chancellor.

LADIES AND GENTLEMEN,

One of the privileges enjoyed by a University is the power to confer honorary degrees on those who, in the words of the Indian Universities Act, by reason of eminent position and attainments are deemed fit and proper persons to receive such degrees. There can be no doubt about the fitness of Sir William Ewart Greaves. He is our Vice-Chancellor and, therefore, one of us, but this evening he is amongst us as a guest, whom we desire to honour and, by honouring him, to honour ourselves. The University has decided to confer upon him the honorary degree of Doctor of Law, and it is the established custom on such occasions to refer to the attainments by reason of which the recipient is admitted to the degree. To such an audience, which has had ample opportunity of estimating his services to the advancement of learning, it would be superfluous for me to dilate at length upon the many

qualities that distinguish Sir Ewart, and so I shall content myself with touching very briefly upon what he has done.

He joined the High Court of Calcutta as a Puisne Judge in March 1916 and quickly established a reputation for depth of knowledge, sobriety of judgment and breadth of vision. Not content with carrying out the exacting duties of the Bench, he devoted a great part of his leisure to social work in Calcutta and on the resignation of the late Mr. Bhupendranath Basu from the post of Vice-Chancellor, Sir Ewart Greaves, in response to the Chancellor's invitation, cheerfully shouldered the responsibilities of a post, which is no sinecure but makes the most exacting demands on the time and energies of the holder. It was, therefore, at great sacrifice of personal leisure and convenience that he accepted the Vice-Chancellorship, but having done so he applied himself with characteristic energy and zeal to his new duties, determined to master the details of the complex organization which Calcutta University has become.

He will have held the Vice-Chancellorship with credit to himself and profit to the University for two years and it is only fitting that we should show our appreciation of his services by conferring upon him a doctorship in the subject, which is pre-eminently his own. To carry out merely the ordinary every-

day office and routine duties of a Vice-Chancellor needs no small amount of time and tact, but Sir Ewart Greaves has done far more than this : he has impressed his individuality upon the University and effected or initiated several measures for its lasting benefit. Let me cite three or four instances.

As you know, the finances of the University had for some years been a matter of dispute, and, indeed, of somewhat acrimonious dispute, between the University and the Government of Bengal ; it was largely due to Sir Ewart's patience and tact that a settlement was at length reached to the satisfaction of both parties. His personal influence was also largely responsible for the arrangement which was arrived at in connection with the Matriculation Regulations.

His valuable work in the reorganisation of Post-Graduate studies and the staff of that department and the special interest which he has taken in the Students' Welfare Committee are typical of his untiring energy and of the sympathy with which he approached the many difficult problems which a Vice-Chancellor is called upon to solve.

Another reform introduced during Sir Ewart's Vice-Chancellorship—a reform which may, perhaps, appear small in itself, but which should prove very beneficial to students—is the earlier publication of examination results. This was the direct result of

the Vice-Chancellor's close supervision of the University work and was made easier by the loyal co-operation of the staff. And I imagine that a great deal of the credit for stiffening the standards in this year's examinations may justly be given to him.

Another indication of Sir Ewart's deep far-sighted interest in education is the thought and care which he has given to the revision of the rules for the management of non-Government high schools. The proposed new rules are designed to protect the interests of teachers and to establish something in the nature of permanency of tenure among them, and this should result eventually in a marked improvement in the quality of the teaching, and so react to the lasting benefit of education in general.

I am aware that this is but an inadequate estimate of the services of Sir Ewart Greaves, but it will serve to indicate the directions in which his energies and influence have been exerted; his aims have not been spectacular, but in all his efforts he has had the true interest of education at heart and has made a valuable contribution to the cause of learning.

It will, I think, be a source of gratification to him to know that within a few days of his relinquishing the Vice-Chancellorship the Government of Bengal will ask the Legislative Council for money to complete the third storey of the Asutosh Building, which Sir John Kerr formally opened 13 months

ago. I think we may regard this also as a tangible result of his Vice-Chancellorship and of the better understanding which he created between Government and the University.

In conclusion, let me thank Sir Ewart, on behalf of the University, for his services and let us hope that he will carry away with him pleasant recollections of comradeship and achievement.

The 19th Fedruary, 1927

Jadunath Sarkar, Esq., C.I.E., M.A.,
Vice-Chancellor

MY LORD,

The five years of Your Excellency's Chancellorship, which we regret to contemplate are now drawing to a close, have been crowded with events many of which are of far-reaching importance to us. They will influence the work of this University and mould the character of higher education in this country probably for the whole of the next generation.

In the first place, we have at last made a serious attempt to grapple with the stupendous problem of improving the school education of a population of 45 millions of souls. The School Code for the guidance of all non-Government Schools teaching for our Matriculation Examination was passed by us and came into operation during the year now closing. The Senate of the University has also approved of a scheme for creating a Board of Secondary Education, which happily ends a long period of controversy and makes a fairly close approach to a compromise with the Education Department. Legislation alone is now needed to bring the Board into

existence and thus relieve the University and the Vice-Chancellor of the heavy burden of school supervision which has hitherto prevented them from giving their undivided attention to the proper work of a University.

Thirdly, the vernacular medium for school teaching and examination, with due safeguards for securing an adequate knowledge of English in the pupils, has been adopted by us and received Your Excellency's approval. At the same time a stand has at last been made against the gradual decline in the standard of our examinations and the consequent lowering of the intellectual equipment of our College students, against which teachers no less than the employers of educated labour have so long protested. In the Examinations of 1926, the opinions of the actual examiners on the merits of the answer-papers looked through by them were given the weight that legitimately belongs to them. On the motion of that veteran educationist, Principal Herambachandra Maitra, the chief defects noted by the examiners in last year's candidates were summarised and circulated to all the schools and colleges under this University, with instructions to improve their teaching and to carefully weed out all incompetent or insufficiently prepared students at the time of sending their pupils up for our examinations. We are sure that this wise policy, if persisted in, will

steadily raise the proportion of passes, while maintaining the proper standard of examinations, and at the same time save really weak students from wasting their money and energy by going in for examinations for which they are clearly unfit. Guardians, I am sure, will be the first to appreciate this change for the better.

Fifthly, the regulations for our medical degree have been entirely recast, expanding the course, improving the method of instruction, and raising the standard of examination, so as to bring us into line with the advance of medical science and the reform of medical teaching in other parts of the Empire. This, again, is a change for the better, which every Indian who has a body subject to ailments will appreciate.

Eight years ago, Chief Justice Sanderson declared from this Chair that, in his opinion, "the improvement of the efficiency of the administration of this University to any great extent was not possible at present, because the system upon which and the machinery by which the University is run are in many respects out of date * * * and the amount of work which falls to the lot of the Vice-Chancellor is now so great that no one can, under present conditions, fulfil the office of Vice-Chancellor properly unless he can give his whole time to it." It has been possible for Your Excellency, before your

departure from our shores, to supply this long-felt need of our University by appointing a full-time Vice-Chancellor.

But the thing for which Your Excellency's Chancellorship will, I venture to predict, be most remembered is the successful stabilisation of the Post-graduate or special teaching department of this University. Fifty years ago, your illustrious father had declared in this Hall,—" The highest function of a University is rather that of a great national reservoir for thoroughly original research; a provision for the extension rather than the diffusion of knowledge, by means of which the search after truth may be freely prosecuted in all directions by independent thinkers and investigators not harassed or hampered by reliance for the means of subsistence on professional life or popular favour."

My Lord, it must be a matter of great satisfaction to Your Excellency to have rendered the realisation of this high ideal possible for us. The Government of Bengal granted to us on an average Rs 4,09,000 during each of the last five years for meeting the deficit inevitable in conducting the highest academic work. That Government has promised us the same assistance for the next four years, after which the terms of the grant are liable to re-examination. On behalf of this University I can assure Your Excellency that we are fully pre-

pared to give evidence of our good faith by making the most careful and economical use of this public fund and by co-operating with your agents in the matter of audit and publicity. I am confident that the Post-graduate department of this University can afford to be judged by its work, and when the five-yearly term of the present grant is over we shall be able to make out a strong case for an increase in its amount.

In addition to the above seven very important changes in our University, there has been a marked advance on our part on lines initiated some time before. Two out of these deserve special mention, namely, the medical inspection and physical training of our students and the building up of the laboratories and libraries of our missionary and private colleges by means of a special Government grant of Rs. 1,29,000 every year. The 25 colleges among which this large total of nearly 6½ lakhs has been distributed during Your Excellency's term as Governor had very scanty resources of their own for these specific purposes, and they have been signally benefited by this aid. The University has also received from your Government the handsome grant of nearly two lakhs of rupees for constructing the third storey of the Asutosh Building, which will afford sorely needed lecture rooms to our teaching department.

Several of the non-Government colleges which feed this University have also received from the Bengal Government money aid for meeting their maintenance charges to the extent of a lakh and a half of rupees a year on an average during the last two years. If to these we add the State expenditure on the Presidency College, which carries on Post-graduate teaching for us in several branches and is the only institution under us teaching Geology, then the financial assistance rendered by Your Excellency's Government to this University, directly and indirectly, would be found to reach a total of nearly ten lakhs of rupees a year.

My Lord, in your first Convocation address as our Chancellor, you expressed " a devout hope that it might be your privilege to render some service to the University in that capacity " and you assured us that " you would study to promote the permanent interests of the University to the best of your ability."

The bare facts that I have already cited from the University records prove in what a full and generous measure our departing Chancellor has kept his promise and how valued his services to this University have been.

Now turning to our own work, I may recall that half a century ago, the first Earl of Lytton saw a

great vision of this University's future. In his Chancellor's address he declared, "For my own part, I certainly hope that a day may come, though no doubt it is yet far distant, when Europe will look to the Universities of India for the world's highest Sanskrit, Persian and Arabic scholarship, a day when these Universities will be recognised as the great store-houses of original discovery made by Science."

My Lord, we are not so vain as to claim that we have already attained to this lofty ideal, but the research work carried on by the professors of this University and its constituent colleges shows that we are fairly on the way to its realisation. Dr. Sunitikumar Chatterjee, who won brilliant distinction at the London School of Oriental Studies, has this year brought out a history of the Origin and Development of the Bengali Language, the scientific value of which has been warmly acknowledged by Sir George Grierson and other experts in Philology, and which is destined to remain as the standard authority on the modern Indian languages for many years to come. Another member of our Post-graduate staff, Dr. Niranjanprasad Chakravarti, after taking the Ph.D. at Cambridge, worked at Paris and was entrusted by Professor Paul Pelliot with the editing and annotation of some of the oldest Brahmi texts discovered in Central Asia by the

Mission Pelliot; the French Government are publishing his scholarly work. A third of our Professors, Dr. Prabodhchandra Bagchi, Docteures-Lettres (Paris), has compiled a History of Chinese-Buddhist Literature, which renders Bunyo Nanjio's catalogue of the Chinese Tripitaka obsolete and which is being published from Paris. He has also been asked by Prof. Pelliot to edit some old Chinese texts from Central Asia.

These are instances of the highest honour possible in the domain of oriental scholarship. Others among our staff have done creditable work during the year now closing. In the more difficult field of the exact sciences, in which we Indians once laboured under great natural disadvantages, our professors have continued the high tradition which they themselves created a few years ago, as a reference to the frequency and value of their contributions to the *Philosophical Magazine* and other learned journals of Europe will prove. Time will not permit me to mention all of them by name here, but I owe it to them to place before the public a statement of the original research done by our Post-graduate staff during the last year, in the form of an appendix to my address.

There are two tests which may be fairly imposed on research done in India. We might ask if the work has been examined and approved by the

recognised masters of that particular branch of science in the great outer world of scholarship,—or, whether the result has been accepted and incorporated in European text-books. Now, both of these distinctions can be claimed by several members of this University's teaching side. We have gone even further, and with a view to place the Doctorate of this University above criticism, we have, in almost every case during the last two years, sent the theses submitted for our doctor's degree to a board of three examiners in Europe, whose names command the respect of the learned world and who occupy a detached position of impartiality far away from India. We may, therefore, legitimately claim that a Calcutta Doctor of Philosophy or Science who has passed such a test does not in any way represent a lower intellectual standard than a Doctor of any British University.

There is one matter in this connection in which I can rightly appeal for public sympathy. While our professors are thus earnestly trying to do their duty, we, the executive directory of the University, are bound to make the conditions of their service helpful to their work. Security of tenure after a successful period of probation and graded salary ought to be assured to them, if their good work is to continue. The increased financial liability which will fall on the University through the normal in-

crease in the graded salaries, will, I am sure, receive the sympathetic consideration of the Finance Member when our five-yearly settlement with Government comes to be revised in 1930. But before that date there are three matters in which, I feel, the University has a very strong case for demanding public donations and State aid. The first is the residence of the University teachers near the scene of their work. The housing conditions of men with moderate incomes in Calcutta are deplorable. Many of our teachers have, therefore, to shelter themselves in the suburbs and even in distant towns like Hughli and Barrackpur. Quite apart from the hardship and loss of time which this dispersion inflicts upon the teachers, their work suffers greatly. A University cannot do its legitimate work as a brotherhood of scholars, a factory of research, a field of intellectual training through guided work and well-knit co-operation, if its teachers live so far apart from one another and can come to it only for an hour or two a day,—if the students cannot frequently and freely consult their masters, and if the men working on allied subjects get only rare opportunities for the exchange of their ideas and the co-ordination of their research. In the interests of the University itself, no less than for the benefit of our teachers, we should provide housing accommodation to our staff within the University area.

Secondly, our work in science is hampered by the cramped situation of the present University College of Science in North Calcutta and the distance of six miles which separates it from the other branch of our Science College located in South Ballyganj. Co-operation between these two and their effective supervision alike are rendered impossible by this distance. The Biology Department ought to be located close to the main Science College, if we are to utilise the assistance and guidance so generously offered by Sir Jagadish Bose (whose Institute is next door to our College), and also make our Physics and Chemistry staff and apparatus available to our Biology Department. Thus Science teaching in all its allied branches can be offered to our students, Biology can be given a fair chance of establishing itself in Calcutta, and a real economy in books and apparatus can be effected, by avoiding the need of duplication which the dispersion of our resources now forces on us.

Thirdly, the University Training Corps, which has now taken a firm root,—thanks to the efforts of several college teachers and devoted propaganda workers among the outer public,—requires to be put on a stabler basis. The rank and file have made very creditable improvement, thanks to the sympathy and labour of their Adjutant, Captain Ribchester, and his officers. But the teachers and students in

the Corps rightly complain that their camp is held in December, which is just before their examinations and is also the best season for college work. This interruption of college work involves a great loss of teaching. I appeal for the provision of Rs. 24,000 in the Annual Budget for the necessary expenses of holding the camp of exercise in the hills in May and June, when all the colleges are closed and the full strength of the Corps can go to the hills for exercise and change alike.

To the new graduates of this University I offer my hearty congratulations on the happy termination of their toils in one sphere and my good wishes for their success in the new sphere they are about to enter. The great world of action lies before them, like an unexplored continent,—unknown, strange, bewildering. On such an occasion we might naturally ask, what should be the young University man's outlook upon life, with what principles should he fortify himself before entering the practical world, how can the University best prepare him for that life of action which is the highest test of human character and the finest flower of human endeavour?

To the pure scholar the legacy of his University is a scientifically trained intellect, methodical habits of work, a quenchless thirst for truth. To the specialist it is technical skill in his special branch of work. The professional man will expect from it

the necessary mental equipment for practising his profession. Others will look for a general liberal culture as the result of their University days. But there is one thing of supreme value to man in his relations with other men and the material world, which a good University can teach more thoroughly and more universally than any other agency. It is community of life and thought.

By this I do not mean that we should all try to become as like one another as eggs, in food and dress, thought and speech, pleasure and pastime,—a sort of artificial machine-made uniform spare parts moving about on two legs. I only plead for the standardizing of the external things of life, and for unity in the outlook upon life,—as the processes of reasoning, of scientific investigation, of historical research have already been standardized in the civilized world.

It is true that the highest creations of art must bear the stamp of the peculiar genius of the painter or poet who has conceived them, and will fail if they follow any general pattern or type. Each literary style,—though style is only the outward garb of thought,—must take its form and colour from the personality of the writer and cannot be cast into a common mould. The heavenward ascent of the devotee's soul, the lonely communion of the mystic with God, must be achieved by individual personal

exertion and not by mass prayer or by any uniform typed plan ritual. The genius of the geographical explorer, the mechanical inventor or the scientific discoverer succeeds only because it leaves the beaten track and refuses to do what others are doing.

But, at the same time, there are certain broad principles which govern the life and thought of all civilized men. Individuals will, no doubt, differ in their personal taste for this or that delicacy of food, but all men are subject to the same laws of nature as regards the quantity and kind of their necessary nourishment and the food-value of the different articles of their diet. The principles of science are the same in all branches of research and for all workers regardless of their individual genius. The true canons of aesthetics make the same appeal to the human spirit in India and Sweden, unaffected by the peculiarities of race and creed, time and climate. The rules of ratiocination were the same in ancient Greece and Aryan India. The laws of mathematics hold good in Bengal and Scotland alike. A chemical experiment first made in Germany is capable of verification and repetition in Japan. A newly discovered medicine has the same potency in Calcutta as in Canada. Pure reason makes—or ought to make—the same appeal in the arctic and the torrid zones alike.

Leaving out the spiritual side of our nature as purely personal and private, we are bound to admit that there is a very large basis for agreement among civilized men in most matters of their material existence, in their method of investigating truth, in their ethical code, and even in their outlook upon life. Behind the external differences of race and creed, caste and climate, there is a broad unity among men in all things that really matter—in the essentials of life and thought. Science has demonstrated the existence of this common element. History proves that no people can form a nation, no nation can become great, unless it realises the supreme value of this community of life and thought, and establishes it among its citizens by transcending the barriers of caste and creed, the privileges of birth, and communal peculiarities,—unless a fair field and no favour is accepted as the national policy and all are made equal in the eye of law, equal in political status, equal in the opportunities of life, equal in social standing. A nation that has acquired and widely diffused among all its members this community of life and thought, becomes almost independent of personality and the accidents of birth and death among its leaders. Its fortunes do not depend upon one king or general, but like the ancient Senate of Rome its governing council is a vast assembly of kings.

The belief that a certain caste is the eldest son of the Creator, or that a particular race is the chosen seed of the Lord, or that a particular country is destined by Providence to lord it over all others,—is opposed to scientific truth, contrary to the teaching of history, and fatal to the world's peace and progress.

Nor has such a narrow communal pride, such nursing of racial peculiarities, promoted the real good of the favoured creed or race. On the other hand, every people that has attained to a commonness in all that really matters in human relations and human thought, and established the same rights and rules for all,—wisely allowing diversity and individual freedom in minor matters and private life, has succeeded in assimilating diverse tribes and races, created homogeneous nations, and even founded world empires. Such were the ten tribes that nestled on the slopes of the seven-hilled city. Such are the happy islanders whose laureate has boasted "Saxon and Norman and Dane are we."

This ever-expanding community of life and thought has been the secret of origin, the vital force, the binding cement of the world-empires of ancient Rome and modern Britain. On the other hand, the races that have clung to the lines of communal cleavage, magnified the differences in the externals of life and thought, and ignored the unity possible in

the essentials, may have produced a few great poets, holy saints or master craftsmen, but they have contributed nothing of enduring value to the ever-growing civilization of the world. To such races we can say

> Lo! all your pomp of yesterday
> Is one with Nineveh and Tyre!

Associating with such a people is like travelling with a coddled darling of his mother who can live only on certain special dishes cooked in a special manner by the ladies of his family. If we emphasise the external differences between man and man, creed and creed, if we constantly harp on the special genius of our race, the ancient heritage of our country, and our unique position as a peculiar people with a peculiar mission on earth, then we shall only miss the substance for the shadow.

It is the duty of a University to impress this secrect of national progress upon all who come under its influence, to convince them of its supreme importance and to send them forth into the world to preach and practise it.

Let us strive, honestly, manfully, ceaselessly, to acquire this community of life and thought with the wide ever-moving civilized world, let us give up nursing our provincial or sectarian pride and prejudice, and then and then only will an Indian nation

be possible. Then and then only will an Indian nation be capable of rising to a sublimer height where national differences and prejudices slink away in shame and give place to a recognition of the supreme claims of the broadest humanity, the common brotherhood of all men in a loving equal family of nations. This universality, this world-embracing humanity, has been taught by the most ancient philosophers of our land and by our living master-singer whose song-offerings have laid a healing balm on the heart of war-stricken Europe. Let our University make this community of life and thought the intellectual property and the rule of conduct of every one of her sons, if we wish to see a new dawn of peace and hope in our land.

APPENDIX

TO THE VICE-CHANCELLOR'S CONVOCATION ADDRESS

A Brief Statement of the Research Work done by the Members of the University Staff during the year 1926.

Sanskrit.

Mr. Hargovind Das Sheth is printing the fourth and last volume of his *Prakrit Dictionary.*

Dr. Pasupati Sastri is engaged in preparing a new edition of Vrata's commentary on the *Rigveda-Pratisakhya.*

A new edition of the *Desi-nama-mala* by Mr. Muralydhar Banerjee is being printed by the University.

Mr. Satkari Mukerjee is working on the Tibetan versions of some Sanskrit texts.

Pali.

Dr. Benimadhab Barua has published a monograph on the Barhut inscriptions and also some studies on Buddhism and Ancient India.

Dr. Nalinaksha Dutt is continuing his enquiries into the early history of Buddhism in India.

Indian Vernaculars.

Dr. Dineschandra Sen has published one volume of Bengali text and one volume of English translation of the *Eastern Bengal Ballads*, edited and annotated by him from the materials collected by Chandrakumar De, and other ballad collectors appointed by the University.

Mr. Basantaranjan Ray is editing old Bengali texts and cataloguing early Bengali MSS., besides gathering materials for a comprehensive dictionary of early Bengali.

Mr. Priyaranjan Sen has translated into Bengali the Bengali Grammar written in the Portuguese language by Padre Assumpçam (published at Lisbon in 1743).

History.

Dr. D. R. Bhandarkar is preparing a revised list of Northern Inscriptions which is expected to replace Kielhorn's. He also published three papers.

Mr. S. Khuda Bukhsh has continued his useful work of making accessible to English readers the labours of German writers on Islamic culture and history, his latest work being an English translation of Josef Hell's *Arab Civilisation.*

Ancient Indian Polity and Society are being studied by Mr. Narayanchandra Banerjee and Dr. Upendranath Ghoshal. Mr. Indubhushan Banerji has published two papers on Sikh history, based on original documents.

The fascinating subject of India's cultural connection with Further India is being studied and popularised by some of our Professors trained in Paris, notably Dr. Prabodhchandra Bagchi and Dr. Kalidas Nag. The former of these two has also opened classes for the teaching of Chinese to our students.

Philosophy.

Mr. S. Radhakrishnan, our George V Professor of Philosophy, was deputed to Europe and America, to de-

liver the Upton Lectures at Oxford and the Haskell Lectures at Chicago, besides attending the International Congress of Philosophy at Harvard. His Upton Lectures, entitled *The Hindu View of Life*, have been published and widely appreciated. Dr. S. N. Dasgupta also conducted a successful lecturing tour in Europe and America.

Dr. Susilkumar Maitra has published his *Ethics of the Hindus* during this year.

Mr. Kokileshwar Sastri has brought out a revised and enlarged edition of his two useful works on the Adwaita system, which have been well appreciated abroad.

Economics.

Mr. Ramchandra Rau has published several papers on various aspects of economics in India.

Mr. Jitendraprasad Niyogi contributed a thoughtful paper on the *Taxation of Agricultural Income in Bengal* to the Indian Economic Conference.

Mr. Harishchandra Sinha received his doctorate on the strength of an original treatise on *Early European Banking in India.*

Anthropology.

Rao Bahadur L. K. Ananthakrishna Aiyar has finished printing his monograph on the Syrian Christians of Malabar, Cochin and Travancore.

Dr. Birajasankar Guha has been studying the human skeletons discovered in the pre-historic sites of India.

Mr. B. C. Mazumdar has completed a paper on the Ethnology of the Aborigines of the Highlands of Central India, and Mr. Anathnath Chatterjee a monograph on the Hos of Seraikella.

Experimental Psychology.

Papers have been published on different branches of the subject by Dr. N. N. Sengupta and Messrs. Manmathanath Banerji, Haripada Maiti and Mohanlal Ganguli. Dr. Girindrasekhar Bose is conducting intensive researches into several problems of this science.

Mathematics.

Dr. Syamadas Mukherji has published three original papers on *Non-Euclidean Geometry and Finite Geometry.*

Dr. Surendranath Ganguli has published the second edition of his *Theory of Plane Curves*, Vol. II.

Dr. Ganes Prasad has contributed papers to the *Bulletin of the Calcutta Mathematical Society* and guided the research of several of his pupils.

Physics.

Dr. C. V. Raman has extended the scope of his investigations into the scattering of light, and has contributed an article on the theory of musical instruments to the *Handbuch der Physik.* The *Indian Journal of Physics* (the bulletin of the Indian Association for the Cultivation of Science) is being edited by Dr. Raman and continues to publish his researches and those of his collaborators and pupils.

Dr. D. M. Bose dealt with the magnetic properties of compounds in his addréss as President of the Physics Section of the Science Congress, Lahore.

Dr. S. K. Mitra is working on atmospherics in cooperation with the Radio Research Board of England.

Dr. P. N. Ghosh is continuing his work in Applied Physics. Two of the papers prepared by him and his collaborators have appeared in the *Philosophical Magazine* and *Nature*.

Dr. Bidhubhushan Ray, after working under Professors Siegbahn and Bohr (both Nobel Prize winners), returned to our Science College last year, and has won the Elliot Prize for Science.

Chemistry.

Sir P. C. Ray has published several papers by himself and his collaborators in the *Journal of the Indian Chemical Society.*

Dr. H. K. Sen dealt with the fuel problem in his address as President of the Chemistry Section of the Indian Science Congress at Lahore.

Dr. P. C. Mitter has contributed learned papers and notes in co-operation with his colleagues and advanced pupils.

Dr. Jnanendranath Mukherji continued his researches in soil acidity, the value of which has been acknowledged by Prof. Zsigmondy in his *Colloid Chemistry* and also in several other standard works.

Dr. Jnanendranath Roy, after working on alkaloids under Prof. Robinson of Manchester, and Dr. Mahendranath Goswami, after studying catalysis under Prof. Sabatier of Toulouse, returned to our Science College last year and have started new lines of research here.

Zoology, etc.

Dr. Basantakumar Das who joined the department of Zoology only in October last, has since then been

engaged in equipping and reorganising the laboratory and guiding research. In England he completed a large monograph on certain air-breathing fishes of India, which will be published in the *Philosophical Transactions* of the Royal Society, and since his return he has been working on another branch of the same subject.

Drs. P. Brühl and Agharkar have completed a number of learned papers on Indian Botany, some of which have been already published. They have also supervised the research work of their pupils.

Other members of Science department have contributed papers to various learned journals, and all have, in addition to conducting researches of their own, guided the work of the M.Sc. students, several of whom submit a piece of research in lieu of a written paper at their examination. The individual papers contributed to the Indian Journals of Chemistry, Mathematics, Physics, Natural History, etc., are too many to be enumerated here.

Geology.

Mr. Hemchandra Dasgupta has published several papers throwing light on various points of Indian pre-history and social practices.

The 19th February, 1927

The Right Hon'ble Victor Alexander George Robert Bulwer-Lytton, Earl of Lytton, M.A., P.C., G.C.I.E.,

Chancellor.

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

For the fifth and last time I address you in Convocation. If, as Aristotle tells us, it is difficult to say a second time what one has in essence said before, how can I hope to speak in this Hall for a fifth time without wearying you by repetition or traversing familiar ground? I am encouraged, however, by the knowledge that though the scene is the same as that in which I first spoke in 1923 my audience is a different one. The present Vice-Chancellor is the fourth, with whom I have been privileged to work, and though there are some professors and heads of colleges who have been present at the last four convocations the bulk of my audience—the students—come fresh to the scene every year. And since it is for them rather than for their teachers and professors that this ceremony is held, I may without any apology repeat to this year's recipients of degrees the

words of encouragement that I have addressed to their predecessors.

In the first place, ladies and gentlemen, let me congratulate you on having successfully passed the examination which has enabled you to receive at the hands of the Vice-Chancellor the certificates which testify to your academic success. Four or six years ago you passed through the entrance gate into the University. To-day you are passing through another gate which is at once the gate of exit from the University and the gate of entrance into life. I wish you all happiness and prosperity in the wider world that lies before you. Tests and competitions of one kind or another will await you even there for, as Browning has reminded us, " All to the very end is trial in life." So you will find, as doubtless some of you have found already, that life is one long series of examinations different from those to which you have been accustomed and testing other qualities than those which can be made the subject of paper examinations. I hope that in all these you may meet with the same success which you have achieved so far.

When I recall my own school and college days I am ashamed to confess that very few of the words of advice that were addressed to me by older men of wisdom and experience have remained in my memo-

ry. But there was one sermon spoken from the pulpit in my college chapel which set my imagination on fire as I listened to it and which I shall never forget. The preacher on that occasion reminded us of the impressive pageant of Empire which we had recently witnessed in London on the occasion of Queen Victoria's second Jubilee. He described in eloquent terms the representative character of that pageant, he enumerated the many lands, races and peoples who composed the dominions of the great Queen and who had sent their most distinguished men to do her honour; he spoke of the vast responsibilities which the administration of such an Empire entailed, of the qualities of statesmanship required to maintain harmony and unity among its component parts. "And where," he asked in conclusion, "are we to look for the men who will carry on this work, shoulder these responsibilities and maintain unimpaired the great traditions of the past?" Then he thrilled us all with these words "If they are to be found anywhere they must be found here. They are among those whom I see before me."

So as I gaze upon this gathering of young men and women who are standing upon the threshold of life, I feel that here, if anywhere, are to be found those of whom India will have need in the years to come. What, then, can I say to you in order to prepare you for this high destiny? There was an old

Philosopher once who, when asked by his friends on his death-bed if he had anything to regret, replied "I have only one regret that in my life I did not praise men more."

I must confess that I have never derived much benefit from those preachers who addressed their congregations as the inheritors of every sin and doomed to perdition, unless they could be saved by a special measure of divine mercy, but I have been much helped and encouraged by those who honoured me with their good opinion. It is as one who believes in you, who expects much of you that I speak. Emerson says that it is only a friend who can make us be what we can—with a friend "we are easily great, there is a sublime attraction in him to whatever virtue is in us."

It is as a friend then in this sense, as "one who pays you the compliment of expecting from you all the virtues," that I would address you to-day, and my only message to you is to remind you of the great possibilities which lie before you, the great things which it is in your power to accomplish—India has a very ancient civilization behind her, but she has also a great future before her. In the modern world she is only just beginning to wake out of a long sleep. She has been the cradle of many races but as a nation among nations she has still herself to make and her place to assert. In Industry, in Commerce,

in Science, in Literature, in Art, in Politics she needs more than ever before men and women with trained minds and upright characters—and the need for women is perhaps even greater than that for men. India needs you for her service and she expects that already in your college days you shall have acquired some of the qualities which will fit you for that service. Some of you have just received degrees of Master and Bachelor in Law, some in Medicine, some in Arts and all of you have therefore begun to qualify for that last degree of all—the degree of Master of Life. I would ask you to believe that in all these matters in which you have specialized it is not the forms you make use of but the spirit in which you use them, the principles rather than the methods you adopt, which will secure for you that last degree. It is not the drugs which you dispense but the extent to which the pursuit of your health is your goal that will enable you to bring credit to India as a doctor. It is not the composition of the courts or the forms of law which you practise but the extent to which justice is your aim that will enable you as a lawyer to set your country high in the estimation of the world. India will not thank you for changing the forms of her government and institutions unless thereby you can bring more health, more happiness, more prosperity to her people.

When you come to the end of life you will look back upon your college days and judge them by the rapidity or otherwise with which they brought you to that realization, which Emerson tells us comes some time in every man's education, " that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse, as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given to him to till." You will each of you have your plot to till in preparing for the harvest of the future, your part to play in building up the fabric of Indian nationhood. In this work two qualities will be required of you, sincerity and tolerance—to trust yourselves and to trust others. " Trust thyself; every heart vibrates to that iron string. Great men have always done so, and confided themselves childlike to the genius of their age, betraying their perception that the absolutely trustworthy was seated at their heart, working through their hands, predominating in all their being. And we are now men and must accept in the highest mind the same transcendent destiny; as guides, redeemers and benefactors, obeying the Almighty Effort and advancing on Chaos and the Dark." Could any words more fittingly describe the work which awaits the generation which in India to-day is just beginning its life-work?

When I think of all the problems, insoluble except to the eye of faith, of all the difficulties that have to be overcome, of all the diversities that have to be reconciled, I realize how great is the need for a generation, rich in individuality, sincere in purpose, courageous in action.

For individual achievement these qualities may suffice, but if you are to be nation-builders there is another which is equally essential, indeed without which all other qualities are useless. That is tolerance, trust in others equal to the trust in yourself, the willingness to concede to all men the liberty you would yourself enjoy, that power to associate with others for a common good which the Vice-Chancellor has spoken of.

However shapely and well-proportioned a brick may be, however perfect the quality of stone or marble, they are useless as building material unless they possess the power to coalesce. The brick that insists on remaining a brick is useless except for the destructive purpose of being used as a missile. What India needs is not dynamite but cement, not brick-bats but walls, men and women who will live for her rather than die for her. It is easy enough to die for a cause but to live for it is harder. To remain true to a cause throughout a life-time, to grow wiser and stronger in its service, to work for it always on the

condition that no other is injured thereby—that is a task which will test a man to the utmost.

To such a task I hope you are prepared to devote yourselves and in the accomplishment of it to unite with all who share your ideals, regardless of the barriers of caste or creed.

Gentlemen, I have valued my association with your University during the five years in which it has been my privilege to be your Chancellor. I have sought to serve it. I hope that within the narrow limits which circumstances, financial and political, permitted I have served it. The Vice-Chancellor has encouraged me to believe that some of the acts of my government during the last five years are recognized as having been beneficial. The stabilization of the Post-Graduate Department and the revision of the Matriculation regulations by which the Vernacular will be made a medium of instruction and examination are at least, I hope, solid achievements free from any element of controversy. The establishment of a Board of Secondary Education—a more debatable subject—has not yet been accomplished. We have, however, had several conferences which have narrowed the issues and brought the Government and the University nearer together. I am hopeful that this question is now ripe for settlement by agreement and though I may not see it

accomplished I can, I think, regard it when it comes as a legacy of my period of office as Chancellor.

That it has not been given to me to see the achievement of those reforms which the University Commission considered essential will be to me in retirement a source of keen regret. It is sad to think that other Universities have derived more benefit from the labours of that Commission than this one with whose welfare they were exclusively occupied. Many of the weaknesses which they deplored remain unremedied, young lives are still cheated of their highest aspirations by inadequate teaching, the constitution of the University remains unreformed. But I leave you in hope rather than in despair, for, if during my term opinion has not been able to crystallize into action, if the forces opposing change have succeeded in checking not only radical reform but even minor change, yet opinion in favour of reform has, I think, been growing and will before long express itself in an insistent demand for action. For Bengal knows that change in the present constitution of the University is essential though there is not yet agreement as to the exact nature of the change desired. This University claims the sentiment and devotion of Bengal in a way which no other institution in the Province can hope to emulate and the public which can now through their Minister control educational policy will, I am convinced, not

tolerate obstruction to reform, for with their pride in the intellectual capacity of the Province they will not rest satisfied with anything but the best, nor will they allow reform to prejudice the permanent interests of the University. Changes will come and I shall watch them from afar with interest and with sympathy. And so I say farewell in hope and expectancy, confident that the harvest for which I have worked will be brought to maturity before many years have passed and that Bengal, which I have tried to serve, will not rest, as I have never rested, until the grain glows golden and ripe for the harvester.

(Special Convocation)

The 27th August, 1927

Jadunath Sarkar, Esq., C.I.E., M.A.,
Vice-Chancellor

GENTLEMEN,

This being a special Convocation intended for the benefit of those of our graduates who want to proceed abroad for further study, I shall address my words solely to these young members of our University.

You are getting better chances in life than your comrades but at the same time you are undertaking heavier responsibilities than those who are staying at home. In foreign parts you will be rightly regarded as the representatives of this ancient seat of learning. You have not, therefore, the private individual's freedom to live the life that he pleases. Your speech and behaviour, your intellectual progress and moral character will determine, in the eyes of the foreigners among whom you will live, the high or low repute in which this University will be held by them. In your persons your country, your race, your former teachers, will be on their trial before foreign judges. There will be many products of

other Universities, European and American, among whom you will be thrown and with whom you will inevitably stand a comparison day after day. I know that it is a very heavy responsibility for young shoulders to bear. But I am confident that you will rise to the height of this appeal of your country, and will never consent to shame your fatherland in your persons. Let the wisdom of the Calcutta University be justified of her children.

But it is not only that you are gaining fresh opportunities of life by being sent abroad for study. It is not merely that you are going to stand forth as our intellectual representatives in foreign lands. Your country has a greater claim on you. It is your duty to acquire those arts, those processes and those branches of human knowledge, which are not taught in India, or cannot at present be taught here to such a high standard as in Europe or America. You will thus be like the daring explorers and merchant adventurers of 16th-century England who opened new trade relations with far-off lands and brought back rich cargoes of hitherto unknown foreign products to their native land. In this way you will have to enrich and invigorate the intellectual life of India and connect her with the ever-moving, ever-progressing, outer world of thought and invention. If our young graduates go to foreign countries inspired by such a spirit and try to live up to this ideal, they

will be only paying back to the land of their birth a part of the debt they owe to her. Their foreign travels, when devoted to such an aim, will not only benefit them personally but advance their country also. It is only by means of a constant succession of young, ardent, and patriotic scholars sent abroad that we can save India's life and thought from being locked up in the placid backwaters of a stationary civilisation.

If India is to take her rightful place among the creators of human thought she must constantly know what the other great nations are doing and how they are doing it. She must know in what respects she can become a creditor nation in the modern world. Her sons trained abroad will bring this message to her on their return; they will naturally be the chief agents of her intellectual advance on these modern lines.

I pray that your hearts may be supported and strengthened in the midst of the trials and temptations, the hardships and dangers inevitable in foreign lands by a reflection on the high mission that is for you in the near future. In that mission you have our hearty wishes for your success.

The 11th February, 1928

Jadunath Sarkar, Esq., C.I.E., M.A.,
Vice-Chancellor

Your Excellency,

On behalf of this University I beg to offer a cordial welcome to Your Excellency on the occasion of your presiding for the first time over the Convocation as our Chancellor. We feel confident that Your Excellency's known devotion to the true interests of our young men and sympathy with educational ideals will be of great assistance to us in overcoming the financial difficulties and extraneous disturbances with which we are unhappily faced.

The year that has just expired has been, on the whole, uneventful for the University. We mourn the departure from our midst of our former Chancellor, Lord Lytton, who kept an intimate touch with this University throughout his tenure of office. This Senate is the poorer by reason of the death of three eminent Fellows who had adorned it for several decades and rendered high service to education. I mean Sir Kailas Chandra Bose, Dr. Henry Stephen and Prof. Ādhar Chandra Mukherji. A few other gentlemen

have ceased to be Fellows by reason of resignation or the expiry of their terms, but they are happily in the land of the living.

II

All the teaching work in the province up to the degrees for graduation, is conducted by the Colleges, and not by the University directly. These Colleges are of three kinds, namely, those maintained by the State, by Missionary Societies and by private bodies. In Calcutta alone besides the seven Government Colleges, five Mission Colleges, and one aided Medical College, there are five private Colleges. Aid from public funds is given to all the non-Government Colleges for equipment, etc., to the extent of Rs. 1,29,000 every year, and a few of these institutions receive, in addition, small maintenance contributions from the State.

But these private Colleges have been recently faced with a great difficulty; while their expenditure has increased through their having undertaken to teach many new subjects and taken affiliation in Honours in addition to Pass, their income has declined by reason of the economic distress prevailing in the country and the consequent fall in the vast numbers which a few years ago used to enter for the degree course in Arts or Science. Most private Colleges are now passing through the lean

years, and unless the standard of teaching is to be deplorably lowered, they must meet together and devise means for increasing their income and for reducing their expenditure by inter-collegiate co-operation. When they have thus done their duty, I venture to appeal to Your Excellency's Government to grant more liberal aids to these Colleges for their maintenance.

III

Turning to the University's own teaching side, which is known as the Post-graduate Department, I have great pleasure in appending to my address a list of the research work done by the University teachers in Arts and Science during the last year. It is a record of activity, remarkable for its range and variety, and I venture to plead that as soon as our political atmosphere ceases to be charged with electricity and is freed from the capricious gust and cross-currents of popular passions and popular delusions, the earliest opportunity should be taken by the Bengal Government and Legislative Council to place the Post-graduate Department on a permanent basis by assuring its necessary income for the future in the form of a block grant, as is the case in many other Indian Universities. I repeat the appeal made by me last year for public support to

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the schemes first of placing the University lecturers on a graded scale of pay, so as to induce them to remain here instead of improving their prospects by going elsewhere, and secondly of building residences for them close to the University in order to develop the corporate life of the University and bring the teachers and students into constant daily contact. With frequent changes in the staff and with teachers who can be met only during the prescribed periods of lectures or tutorials, it is impossible for any University to do its work properly and for even the most gifted and devoted teacher to give his best to his pupils, for under these adverse conditions it is physically impossible for a teacher to inspire his students or mould their character. Calcutta cannot aspire to be an Oxford, by merely engaging highly qualified lecturers, if the social facilities of Oxford are absent here. With our University teachers freed from anxiety about their future, and enabled to live close to their boys in what the last Royal Commission on the London University recommended as "a University quarter," there would be a great improvement in the research done by our teachers and advanced students and a great elevation of the academic standard, in return for our present expenditure. In this respect helping the teachers would really be helping the community.

IV.

This is the one day in the year when we cannot help thinking of our duty and our destiny as a corporate body. It is true that every educational institution must justify its existence by trying to raise the general level of knowledge among the people. That is a duty which a University shares in common with the humblest school, though in a different degree. But what is the special service that the country expects from the University? What new element should a true University contribute to national life?

It is true that for the noblest creations of literature or art, the world has not to look up to the Universities exclusively or even mainly. That is the special field for the play of individual genius, and we know that genius is a very wayward child. But in every civilized country, the Universities have been, with rare exceptions, the nurseries of the leaders of the people's thought and of the captains of national enterprise;—and not of the supreme directors alone, but also of the intermediate agents through whom their work is carried on.

The original investigation of truth, the discovery of the secrets of Nature, the opening of new paths for the march of the human mind,—this is the work not of the multitude, but of a select few. Such leaders of thought and discoverers of science

must ever be a small minority; they form what the Greeks called an aristocracy, *i.e.*, a body of the best men in intellectual power and strength of character. While an aristocracy of birth hardens and narrows down to an exclusive caste in a few generations, an aristocracy in the ancient Greek sense of the word is the supreme need of every people that wishes to live and advance in the world.

V

At the same time, the University is the strongest force on the side of democracy. In mediaeval Europe, the Christian Church gave the freest and fullest opportunity to intellect and character, irrespective of birth. In that world of rigid caste, hereditary status, and ancient conventions, the Catholic Church was the one place where mere talent could rise to the highest usefulness and eminence, without requiring any help from birth or wealth. Many a poor peasant boy or artisan's son has entered the Church school, there unfolded his latent capacity, taken the vow and risen to be Chancellor or Pope. Such has also been the work of our Universities. If the distinctive feature of democracy be that it throws career open to talent, then I contend that our Universities have helped to attain this end in a greater degree than any other institution in the country.

The broad portals of halls like this have been thrown open to all who have the requisite talent. Here they have competed with rivals drawn from all ranks of society and sometimes from all countries of the world, and the result has been that each man's capacity has been developed to the utmost, his genius has asserted itself, and he has gained due recognition in the wide world. And the nation as a whole has benefited by this timely discovery and cultivation of inherent capacity.

But the intellectual aristocracy whom the University discovers, trains, and sends forth into the world, must not forget that nobility has its obligations and that the best products of the University owe a service to the institution which has helped to make them what they are and to the community which they are destined to lead.

VI

The one law of life of every civilisation is progress, the ceaseless striving after improvement, the sense of kinship with

> "Men, my brothers, men the workers, ever reaping something new:
> That which they have done but earnest of the things that they shall do."

It is not enough for a talented youth to use the University in developing his own innate powers to

the utmost; he, as a natural leader of thought, owes it to the University and to the country to contribute his own share to the progress of mankind. Our intellectual aristocrats,—if I may use the expression without offence,—whether they are acting as original contributors or as critics of others' performances, must not be satisfied with the commonplace or the conventional, they must ever insist on the highest quality; for they alone can judge best, they alone can make the most authoritative award of merit. On them lies a heavy responsibility, if they lower our standard of attainable perfection and suffer the nation's cultural level to fall.

This insistence on only the best performance possible, this demand for greater and still greater endeavour,—is an unpleasant duty, it is an unpopular duty, but it is a supreme duty, which no man can neglect without imperilling the future of his nation. Facile praise of commonplace or unworthy performances in the realm of learning may seem an easy, pleasant and polite thing. But it poisons the national intellect at its source, and it is a benefit of doubtful value to the man to whom it is so thoughtlessly given. It permanently enfeebles him. For, no man knows what he is capable of achieving so long as he does not rouse himself for a heroic effort. It is only in answering the call of a noble but difficult task that our hidden

capacity shows itself, as a young man's muscles are developed only by exercise and the strain of harder and harder tasks. The best service that one can do to our student community is to incite them to greater and greater achievement, to qualify themselves for competing with other races on equal terms in the open games of the wide world, and not to cry for a narrow reserved local field of trial and a purely parochial standard of performance.

VII

If we are to rise to the lofty destiny that ought to be ours, if the Indians of the highest capacity are to take their places as peers among the world's intellectual leaders, then the linking together of our scholarly efforts is necessary. We must not forget that Nature creates nothing by one leap, but that the advance of civilisation and thought has been made step by step,—by the steady and regular process of evolution and not by the mythological device of a sudden and complete creation. In this advance of human thought, in this growth of civilisation, mind has co-operated with mind, country with country, one age with another.

This can be done only if we sink our narrow sense of national or sectarian individuality, our spirit of isolation, and fall into line with the world's workers in the higher branches of thought and

research by agreeing on the first principles and the uniformity of scientific method. The learned world has been so completely standardised and so well trained in mutual aid, that boards of scholars are now carrying to perfect success works which were in former ages attempted by individuals and which even the most gifted and heroic individual failed to fully complete. Let us contrast Gibbon's *Decline and Fall of the Roman Empire* with the *Cambridge Medieval History* written by a syndicate of scholars of different countries. Gibbon's book is a monument of a single individual's genius and erudition; it is an undying masterpiece of literature; but as a full and authentic history it cannot stand by the side of the Cambridge synthesis of many scholars' work. The contrast between the *English Dictionary* of that literary Hercules, Dr. Samuel Johnson, and the *Oxford New English Dictionary* is an equally strong illustration of my point.

So, too, in the realm of natural science, every minute section of every subject has advanced by the co-operation of mind with mind, and in each successive age many workers have contributed their respective quotas of discovery to enrich the common stock of human knowledge.

VIII

Therefore, if we wish for the advancement of learning, if we desire our University to be a living

fountain of knowledge and not a herbarium of dead, imported plants, then we must make arrangements for linking together the efforts of our own workers among themselves and also for bringing our scholars' labours into contact and co-ordination with the efforts now being made by seekers after truth in other parts of the world.

The teachers of a true University naturally form a brotherhood of workers among themselves, frequently meeting together and exchanging ideas. The social side of Universities is very much neglected in India, but it is as important an instrument for the advancement of learning as solitary work in the library or the laboratory. For want of this social life in our University we have not been able to derive full benefit from the visits of foreign scholars in our midst as our invited Readers and Lecturers. They have delivered the requisite number of public addresses, no doubt, but have had no opportunity of talking with our teachers and advanced students on their special lines of study and bringing them abreast of the latest developments in these subjects in Europe.

IX

If our University does its work fully and well, then not only the leaders of our country's thought, but every true son of the *alma mater* is expected to

show a distinctive mental discipline. He must display the captain's coolness of head and wide range of vision. He must not be swept away by the popular cries of the hour; he must not let the clear light of his reason be obscured by the appeals to his passions; he must never ignore realities, but must always keep his gaze fixed upon the things that count, the things that will endure.

A University has failed in its duty if it has not imparted to its graduates this intellectual discipline, this catholicity of sympathies, this power of self-control in the midst of all kinds of distraction, this universality of outlook, and thus taught them to rise superior to national prejudices, racial pride, sectarian animosity and personal interest.

The true son of a University feels it his duty to take his stand in the ranks of the defenders of reason and liberty, of law and progress, of justice and reform,—against the forces of bigotry and selfishness, the tyranny of power or of the populace, the vulgar appeals to passion and unreason. He is ever ready to guard liberty of opinion and worship in the individual in defiance alike of the frowns of rulers and the threats of the mob, because he is convinced that civilisation will collapse, discovery and creation will cease, and democracy will become a mockery if force takes the place of reason. He is a worshipper of truth and freedom and feels that without the union of

these two roots of social happiness and human progress would be destroyed.

The following incident taken from Bryce's *American Commonwealth* illustrates how this civic spirit animates the worthy citizens of the great new republic of the West. "When the Orangemen of New York purposed to have a 12th of July procession through the streets, the Irish Catholics threatened to prevent it. The feeling of the native Americans was aroused at once; young men of wealth came back from their mountain and seaside resorts to fill the militia regiments which were called out to guard the procession, and the display of force was so overwhelming that no disturbance followed. These Americans had no sympathy with the childish and mischievous partisanship which leads the Orangemen to perpetuate Old World feuds on New World soil. But processions were legal, and they were resolved that the law should be respected and the spirit of disorder repressed. They would have been equally ready to protect a Roman Catholic procession."

The ancient Greeks displayed the same love of ordered liberty in their public life as they sought ordered beauty in their cultivation of the fine arts. This spirit enabled that handful of men living in a small and poor peninsula, to defeat the mighty Persian empire and to bequeath to future ages the

most valuable and inspiring gifts in the form of political wisdom, literary masterpieces and art treasures.

Three thousand years ago a poet drew a picture of a battle fought between two races from two different continents on the sandy plain that overlooks the narrow sea dividing Europe from Asia. The Ionian father of song clearly distinguished their different characteristics as explaining their relative strength. He said, "The Trojans marched with clamour and with shouting like unto birds, even as when there goeth up before heaven a clamour of cranes which flee from the coming of winter and sudden rain. But on the other side marched the Achæans in silence breathing courage, eager at heart to give succour man to man."

In this self-control, this silent determination, this habit of holding their strength in reserve till needed, instead of letting it effervesce in passionate speech or disorderly tumult,—lay the secret of that national power, which, when guided by a great military genius of a kindred race, conquered the then civilised world up to the bank of the Satlaj and set the law to three continents.

This self-discipline was also the secret of success of the greatest general of antiquity, whom even the historian of the city of his eternal hatred has been constrained to admire, saying, "Never

was there a character more capable of the two tasks, so opposed to each other, of commanding and obeying. He was fearless in exposing himself to danger and perfectly self-possessed in the presence of danger."

This discipline or habituating the will to obey a law higher than our personal caprice,—is the keystone of every system of education. The student, like the young mechanical apprentice, the newly enlisted recruit, the novice in a monastic order, is in a state of training for his chosen work; he is, therefore, not yet fit to undertake that work. And, as he neglects his training at the appeal of outside distractions, at the call to other kinds of work, so will his preparation for his life's work be delayed and rendered less complete; he will in that proportion remain an inefficient workman in his particular line, and therefore incapable of rendering true service to his country.

XI

It is a commonplace truth of economics that the employment of immature lads in factories is not only harmful to their health but also hinders the growth of a class of efficient adult labourers. Similarly, the youth who prematurely leaves his studies or practical training incomplete, in response to the noble instinct of patriotism, is sure to realise

in his hours of calm reflection that he is really showing irreverence to our Great Mother by laying before her shrine the cheap and useless offering of an undeveloped body, an immature mind, a hazily learnt art or craft, an undisciplined will. He will realise with regret, after his life's opportunities are gone for ever, that it requires a higher type of patriotism to possess his soul in patience, to resist with unshaken firmness all distractions and temptations during the period of his education, and to thoroughly master his own special subject, so that he may supply the nation with an expert workman and supreme teacher,—which is its greatest need.

If it be true of the individual that

"Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power,"

it is no less true of that aggregate of individuals which we call a nation. Let every future citizen of India, as he leaves the training ground of his boyhood and youth, select his rule of life. Let him make his choice between the eternal verities on the one hand and the popular delusions and misrepresentations of the hour on the other, between the sway of reason and the insurrection of the passions, between holding his strength in reserve till the proper time for its use and making premature theatrical demonstrations, between self-discipline and moral anarchy. . . . .

The University has made your choice easier by placing before you the lessons of history and concentrating in its teaching the garnered wisdom of all ages and all countries. If, then, you make the wrong choice, you will be doing so with your eyes open as to its consequences to you as private persons and to the nation as a community. India expects every one of her sons to do his duty. Let your hearts be uplifted to a true conception of that duty!

APPENDIX

To the Vice-Chancellor's Convocation Address

Work of Teachers in the Post-Graduate Department in Arts, 1927.

1. *Sanskrit.*

Mr. Hargovind Das Sheth—Prepared an Appendix to his Prakrit-Hindi Dictionary.

Dr. Pasupatinath Sastri—Published his edition of Uvata's Commentary on the Rig Veda Pratisakhya.

Mr. Muralydhar Banerjee—Began his English translation of the *Desinama-mala.*

Mahamahopadhyay Krishnacharan Tarkalankar—Began his commentary on the *Gautama-dharma-sutra.*

2. *Pali.*

Mr. Sailendranath Mitra—Wrote four papers: (1) Buddhist household life as depicted in the Pali Suttas (*Buddhist India,* 1927), (2) the text of the Bhabru Edict, (3) an English translation of Sylvain Levi's *Pre-Aryen et Pre-Drevidin dans l'Inde* and (4) an English translation of De la Vallee Poussin's "Nirvana."

3. *Arabic and Persian.*

Mr. Syed Muhammad Haidar—Wrote a thesis comparing the prosody of Arabic, English, Latin, Persian and Urdu languages.

4. *Indian Vernaculars—Bengali.*

Mr. Basantaranjan Ray—Edited the *Harilila* and the *Advaita Prakash,* and catalogued the old Bengali Manus-

cripts of the University and the Bangiya Sahitya Parishat, besides continuing his compiling of materials for a dictionary of old Bengali.

5. *Philosophy.*

Dr. Hiralal Haldar—Published his book on Neo-Hegelianism.

Mr. Susilkumar Maitra—Wrote an article on the Sankhya Theory of Knowledge (*Philosophical Review*, December, 1927).

Mr. Satischandra Chatterjee—Wrote two articles: (1) the Nyaya Doctrine of Pramana (*Journal of Letters*, XVI) and (2) Is Idealism Refuted? (Indian Philosophical Congress, II Session.)

6. *Experimental Psychology.*

Mr. Manmathanath Banerji—Read a paper on the Blindfold Description of Distances (before the Calcutta Science Congress, 1928).

Mr. Mohanlal Ganguli—Read a paper on the Visual Perception of Geometric Figures (Science Congress, 1928).

Mr. Suhritchandra Maitra—Wrote an article on Indirect Perception of Forms (*Indian Journal of Philosophy*, II).

Mr. Haripada Maiti—Published a paper on Brightness Discrimination (*Indian Journal of Philosophy* II) and read a paper on the Mechanism of Bad Memory before the Science Congress, 1928.

Dr. N. N. Sengupta wrote in collaboration with Mr. S. K. Bose, M.Sc., an article on Monocular Perception (*Indian Journal of Philosophy*, II). He also published an article on the Gestalt Theory (in the *Science Journal*) and read a paper on Attention before the Science Congress, 1928.

7. *History.*

Mr. S. Khuda Bukhsh—Wrote three papers: (1) the Kharijites under the last Omayyads, (2) Education in Islam, and (3) Ibn Khaldun: His History of Islamic Culture.

Dr. Surendranath Sen—Wrote a book on the Military System of the Marathas and translated Cosma da Guarda's Account of Sivaji from Portuguese, and Abbe Carre's History of Sivaji from French.

8. *Ancient Indian History and Culture.*

Dr. D. R. Bhandarkar—Revised Kielhorn's List of Northern Inscriptions and compiled a dynastic list in connection with it; also delivered a lecture on Ancient Hindu Polity before the University at Benares.

Dr. Hemchandra Raychaudhuri—Brought out a new edition of his *Ancient India* and collected materials for further research.

Mr. Abinaschandra Das—Revised his *Rigvedic India.*

Mr. R. Kimura—Wrote (1) an article on the Mahayana and Hinayana works known to Nagarjuna (*Indian Historical Quarterly*) and (2) Monograph on the Origin of the Maha yana Buddhism, and was engaged in a study of the Buddhist remains in India and the original home of the Mahayana faith in South and North-West India.

Mr. Jitendranath Banerji—Began a paper on the Worship of Folkgods in Ancient India.

Dr. Benimadhab Barua—Edited (1) the fourteen Brahmi inscriptions in the Udayagiri and Khandagiri Caves (in the Press) and (2) the Sohgaura Copper Plate Inscription (in the Press).

9. *Anthropology.*

Mr. Panchanan Mitra—Read a paper on Evolution and its Indian Doctrinal Standpoints (Science Congress, 1928).

Mr. Tareshchandra Raychaudhuri—Read a paper on the Brahmans of Bengal (Science Congress, 1928).

Mr. Anantha Krishna Iyer—Began Vol. II of his *Mysore Tribes and Castes.*

10. *Economics and Commerce.*

Mr. Satkari Ghosh—Revised the first part of his *Railway Economics.*

Dr. Harischandra Sinha—Wrote three papers: (1) Central Banking and the Reserve Bank Question (*Financial Times, Commerce*), (2) Co-operative Marketing (Economic Conference) and (3) Central Banking in the Days of Hastings.

Research work of the College Teachers taking part in Post-graduate Teaching in Arts, 1927.

Sanskrit.

Mr. Krishnadhan Banerjee (History, Sanskrit College) —Began a commentary on the *Karika Vritti.*

Philosophy.

Dr. Surendranath Dasgupta (Presidency College)—Published his Chicago lectures on Hindu Mysticism and a book on the Yoga Philosophy.

Ancient Indian History.

Dr. Upendranath Ghoshal (Presidency College)—Published his *Hindu Political Theories* and read a paper

on Hindu Fiscal Terms before the Oriental Conference (Allahabad) and in collaboration with Dr. Nalinaksha Datta (of the University) made an English translation of Schiefner's German version of Taranath's History of Buddhism in India (Indian Historical Quarterly, 1927).

Anthropology.

Mr. Hemchandra Dasgupta (Presidency College)—Compiled a bibliography of Indian Pre-history.

Economics and Commerce.

Mr. Akshaykumar Sarkar (Hughli College)—Published papers on—(1) Socio-economic revolution in rural Bengal during the Nineteenth Century, (2) Rural reconstruction in Bengal and (3) Indian Statistics.

Work of Professors in the Post-graduate Department in Science, 1927.

Mathematics.

Dr. Haridas Bagchi—Was engaged in researches on the Quaternions.

Prof. Syamadas Mookerjee—Has published two papers on—(1) the Oscillating Ellipses of a plane curve (*Journal of Mathematics*, Palermo, 1927) and (2) Triadic Equations in Hyperbolic Geometry (*Bulletin of Mathematical Society*, Calcutta, 1927).

Mr. Hariprasanna Banerjee—Has written a paper on the Proof of a Theorem of Fyer about indeterminancy limits of a divergent Legendre series (*Bulletin, Calcutta Mathematical Society*).

Applied Mathematics.

Dr. Siteschandra Kar—Has published two original papers related to Gravitational Theory of Einstein in *Physikalische Zeitschrift*, 1927.

Physics.

Prof. C. V. Raman, F.R.S., and the research students under him have published 41 original papers in various learned Journals of the West as well as in the Indian Journal of Physics. The researches comprise a variety of important problems of Physics, some of which relate to the formulation of new theories.

Prof. Sisirkumar Mitra—Is continuing his investigations on Atmospherics in co-operation with the Radio Research Board of England and has carried on researches on ' the visualising feats of high-frequency electric oscillations ' in collaboration with Mr. Durgadas Banerjee.

Prof. Phanindranath Ghosh—Is engaged in a systematic study of the dielectric constants and absorption bands in various gases and vapours, of which the preliminary stage is expected to be completed soon.

Chemistry.

Sir P. C. Ray and his collaborators have published five original papers including two ' on valency of platinum ' in the Journal of the Indian Chemical Society. Further work in these lines is in progress.

Prof. P. C. Mitter in co-operation with the research scholars and research students working under him has published two papers in the Journal of Indian Chemical Society. Other investigations are in progress.

Mr. Priyadaranjan Ray—Published two papers on

Thiosulphato-cobalt complexes in the Journal of the Indian Chemical Society and read two papers at the last session of the Indian Science Congress.

Mr. Pulinbihari Sarkar—Published a paper on 'Researches sur quelques tiones rares' in the Annales de Chimie, France (1927), and another paper in Comptes Rendus de l'academie Sciences de Frances, 1927.

Mr. Kalikumar Kumar—Contributed a paper on the 'Reproducibility of Hydrogen Calomen Cells with low concentration of Hydrochloric Acid at the last Indian Science Congress.

Rai Bankimchandra Banerjee—Is engaged in the researches on the production of alkyl-anilines by means of catalysis and hopes to publish a preliminary paper on the subject at an early date.

Dr. Mahendranath Goswami—Has been carrying on researches in catalytic oxidation of water and similar other matters.

Dr. P. K. Bose—Has published three papers embodying his researches on certain organic compounds in the Journal of the Indian Chemical Society.

Botany.

Prof. S. P. Agharkar—Is engaged in an analysis of the Flora of the Khasi Hills, while Prof. P. Brühl has nearly completed a Memoir on the genera of mosses in India and the neighbouring countries which will be published by the Department of Botanical Survey of India.

Geology.

Mr. Saratlal Biswas—Read two papers at the last Indian Science Congress in Calcutta and has contributed a paper on 'A new form in staurvolite crystals from Sini'

in the quarterly Journal of the Geological, Mining and Metallurgical Society of India.

Mr. Nirmalnath Chatterjee—Read a paper at the last session of the Indian Science Congress and has been engaged in the study of the Tertiary coals of India; and his paper on 'Three Deep Sea Deposits from the Bay of Bengal' has been published in the University Journal of Science.

Zoology.

Prof. Basantakumar Das—Read two papers at the last Indian Science Congress held in Calcutta, and published a monograph on 'The Bionomics of Air-breathing fishes' in the Philosophical Transactions of the Royal Society, 1927, and has written seven other papers independently or in co-operation with others.

Mr. Durgadas Mookerjee—Read two papers at the last session of the Indian Science Congress, and published his 'Notes on the Occurrence of Ovaries in the Worker of *Myrmicaria brunnee*' in the University Journal of Science, and published another paper in the Journal and Proceedings of the Asiatic Society of Bengal, 1927.

Research Work of College Teachers taking part in Post-graduate Teaching.

Applied Mathematics.

Mr. Bhupatimohan Sen (Honorary Lecturer)—Wrote two papers: (1) On Waves in Canals and Basins (*Proceedings of London Mathematical Society*, 1927) and (2) On the

Irrotational motion of a liquid within fixed boundaries (read before the Science Congress, 1928)

Mr. Prabodhchandra Sengupta (Part-time Lecturer)—Wrote—(1) On Time by Altitude in Indian Astronomy (*Bulletin, Calcutta Mathematical Society*) and (2) an English translation of Aryabhatiyam (*Journal of Letters*, XV) and is writing a history of the Siddhantas.

Physics.

Mr. P. C. Mahalanobis (Honorary Lecturer)—Has published, under the auspices of the Government of Bengal, two volumes of his 'Report on the Rainfall and Floods in North Bengal, 1870-1922.'

Chemistry.

Mr. R. N. Sen (Honorary Lecturer)—Read three papers at the last Indian Science Congress and some work carried out in collaboration with the research students working under him is in the course of publication.

Dr. Anukulchandra Sarkar (Honorary Lecturer) and the research students under him published a paper On the reactivity of orthodiketonic groups placed between two Nitrogen atoms in the Journal of the Indian Chemical Society in December, 1927.

Dr. Panchanan Neogi (Honorary Lecturer) and the research students under him published two original papers in the Journal of the London Chemical Society, 1927, and contributed three papers which were read at the last session of the Indian Science Congress.

Geology.

Mr. Hemchandra Dasgupta (Honorary Lecturer)—Delivered his presidential address in the Geological Section

at the last session of the Indian Science Congress and his papers on (1) Notes on the Geology of the Island of Bombay and (2) Palacontological notes on the Panchet beds at Deoli were published in the University Journal of Science and the Journal of Asiatic Society, Bengal, respectively.

Zoology.

Rai Gopalchandra Chatterjee, Bahadur (Honorary Lecturer), besides the carrying out of researches on the types of microscopic fauna which serve as food for edible fishes, has undertaken researches, in collaboration with the research assistants working under him, on the following:—(1) On cultivation of *Lamblia intestinalis*, (2) On *Tetrachilomastix*, n. sp., (3) On cultivation of Trichomonas, (4) On *Pentatrichomonas canis aures*, (5) On an Octomitres, n. sp found in *Hylobates hoolock*, (6) On a Lophomonas, n. sp. (*a*) found in *Hylobates hoolock*, (7) On a Lophomonas, n. sp. (*b*) found in *Hylobates hoolock*, and (8) On a new variety of Trichomastix in *Cavia Culteri*.

THE 11TH FEBRUARY, 1928.

The Right Hon'ble Sir Francis Stanley Jackson, P.C., G.C.I.E., *Chancellor*.

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN.

It is my privilege to address you to-day for the first time as Chancellor of this University. I find myself occupying this position as Governor of this Presidency, and it will be my duty and desire to use my best endeavours as Chancellor, to assure the efficiency and progress of this University. Education, in all its branches in Bengal, is a matter which demands the anxious and constant consideration of any one occupying the position of Governor.

It is many years since I was in close and intimate touch with University life, and I can say without hesitation that the idea that one day I might be faced with the responsibilities of Chancellor of a University, let alone two, was not one of my youthful fancies. My four years spent as an undergraduate and graduate at Cambridge, and later as a Member of the Court of a Provincial University, enabled me to gain some experience of what a University could, and should, do for those whom it

undertakes to prepare for the larger life, and what a University can be expected to give to, and what it might expect to receive from, the men and women who come under its charge.

I have already addressed, in my capacity as Chancellor, the University of Dacca in Convocation. There is an essential difference between the two Universities, which provides added interest for one so directly connected with both. In Calcutta, the University can claim experience and tradition, which come with age. The number of students, including those in the numerous colleges affiliated to it, amounts to over 30,000, including 12,000 in Calcutta, and appears at first sight to involve a staggering proposition. This University wields a great influence and bears a correspondingly great responsibility.

Dacca is young and relatively small. It is unitary and non-affiliating. It was fortunate in having the advantage of the Sadler Commission's report, upon which to base a new organization, and this it wisely decided to adopt. Calcutta, on the other hand, in whose interest the report originated, has so far preferred to follow a cautious attitude, apparently awaiting the time when the path of change has been surveyed and tested, and it may feel justified in moving forward upon lines suggested in that report.

The University of Calcutta, as an organized Corporation, which numbers amongst its sons names greatly honoured in the academic and educational life of this Province, has jealously maintained its right of criticism, and indeed of rejection, of proposals, from whatever quarter they may come. Its considered judgment as to what is best in the interests of higher education in this Presidency, must always be treated with the greatest respect. It is nearly ten years since the Sadler Commission made its famous report upon this University, and though many of the recommendations in the Report have been adopted in the Universities of other parts of India, they have not so far been favoured here. I feel, however, we are fast verging towards a general consensus of opinion that changes, serious and far-reaching, are overdue, and I shall watch with sympathy and interest your efforts to modernize your constitution in conformity with present-day requirements.

I know well that University life in India differs in many respects from that in an English University. In Bengal, a University has far wider and more difficult functions to discharge than a University in England. A large number of the men who go to the Universities in England have had the advantage of the experience of the corporate life of a big school, whereas in Bengal so far the conditions

of school organization are less advanced. In England, in the schools, in work and in play, the boys are trained under strict discipline, which is a sure foundation upon which the formation of character can be based. In Bengal, the Universities have imposed upon them the difficult task of doing or of attempting to do for the students what the schools have often neglected to do.

The value of a University course must depend to a large extent upon the use the individual makes of it. It relies for its good name and standing upon the way in which the students respond, not only to the rules and regulations and customs, which must be established in any University worth the name, but also to a sense of responsibility for, and a pride in, the well-being and dignity of the University, to which they should consider it an honour to belong.

The Calcutta University can claim to be the oldest and largest in India. It stands in the midst of the first city in India. The aims of all those who have the interests of this University at heart should be to strive to make it worthy of the pre-eminent position it should hold. The capacity of the students of Bengal, if trained from the start upon a sound foundation, is such as should enable them to attain to the highest distinction. The honours degree here should be such as will bring real joy and pride to the successful, and be comparable to the

standard of any other University. I am glad to know that most of you are determined by steadily raising standards, wherever possible and required, to keep up the credit of your University.

I feel a particular interest in the student life of this University. My life at the University of Cambridge was that of an ordinary student. I did enough work to keep out of trouble and to enable me to take my degree. I entered with a full heart into all the pleasures and amusements it afforded, and I daresay I occsionally enjoyed some of those outbursts, which are common to the exuberance of youthful spirits. My admiration for those who gained the highest distinction was unbounded. At the same time I realized the incalculable value of the facilities for organized games and sports from which, if properly played, so many useful lessons can be learnt. From experience I can commend sport for 'varsity men as a much better game than politics.

I have been impressed by the amount of money annually spent upon University and higher education by Government, relative to that spent on elementary education. The support which a University can expect to receive from Government must be based upon visible results. It depends upon the proper appreciation by all connected with the University of its objects and purposes, and a determination to avoid and resist all attempts from out-

side and from self-interested quarters to make illegitimate use of the University corporate organization for other than legitimate University objects.

Now I should like to offer my congratulations to those graduates who have been awarded their degrees by this University to-day. I trust you will jealously guard its good name and advance its reputation. Your influence will not be measured solely by the knowledge you possess. No one is better aware than yourself, except perhaps your examiners, how little you really know of those subjects in which you have taken a degree, but I trust that you have acquired through your work at this University a power of clear judgment, a self-reliant and just intelligence and ability to discern the true from the false, the real from the apparent. If you have done this you may, indeed, be hopeful not only of a successful career in any walk of life you adopt, but of being able to render useful service to your country.

Ladies and gentlemen, it is a matter of regret for me that my first visit as Chancellor of this University could not be made under happier conditions. I am informed that amongst those who took an active part in the disturbances which occurred within the neighbourhood of the University last week, when an attempt was made to interfere with, and offer resistance to law and order, were

students of this University. It is not the function of the University to question the rights of individual political opinion, but the unseemly conduct of members of the University, acting no doubt under the incitement of outside influence, is calculated to shake the confidence of the supporters and well-wishers of the University's progress. It is obvious that an institution which includes amongst its members some so devoid of a sense of order and discipline cannot be regarded otherwise than with anxiety and misgiving. As Chancellor it should be my duty and pleasure to assist as best as I can your just requests for support from Government. This I am prepared to do, but I am alarmed lest Government may feel it their duty to consider seriously whether the measure of support which is at present given, might not, in the general interests of education, be diverted into other channels from which experience has shown they may expect better results. The University should support the College authorities in any action they may think necessary to take, to enable them to restore a spirit of orderly study and to prevent a recurrence of such incidents, which bring nothing but disgrace and disaster to all concerned.

I feel there is no one who has been more disappointed and hurt by recent events than the Vice-Chancellor. I know how he has laboured with

selfless devotion upon the task of administering this University which should stand out as one of Bengal's most treasured and valued possessions. During his term of office he has shown sound vision and a masterly grasp of the problems of organization. I can associate myself with the Vice-Chancellor in the work he is doing to secure for our University, through its standards in degrees and its general administration, a position second to none in India.

In the conditions of sensitive instability, which characterize public opinion in India at this moment, and which appear to have affected the student life of this University, what is required more than anything else is a frame of mind, informed of accurate knowledge, responsive to discipline, actuated by a sense of justice and determination to subordinate private interests to public welfare. The situation immediately in front of us is one of anxiety and difficulty, but such a position arises to be faced and overcome. To succeed, the willing co-operation of every distinguished son of the University is expected. No good results ever came from refusing to face facts or shirking responsibility. Cool heads and calm consideration should enable us to find a satisfactory solution and assure *that* quiet and orderly progress, which is necessary if this University is to fulfil its useful purpose.

(Special Convocation)

The 18th August, 1928

Professor W. S. Urquhart, M.A., D.Litt.,
Vice-Chancellor.

GENTLEMEN,

This is not the Annual Convocation of the University and it is therefore neither the time nor the place to pass in review the chief events of the academic year, to place on record our sense of the losses occasioned by departure or by death, to welcome accessions to our strength, or to note expansion in organisation, output in authorship or successes in research. Neither is it the time to throw out any suggestion as to what ought to be the future policy of the University in relation to the clamant needs which have arisen through natural processes of growth, through particular difficulties in the present or adaptation to the changing conditions of the near future. These topics must be reserved for our Annual Convocation when we hope that the general situation will have become clearer than it is to-day.

But I do not think that this Convocation, in spite of its special character, should be allowed to pass without a tribute to the Vice-Chancellor who

has so recently laid down his office. We recognise with appreciation the zeal and earnestness with which he strove to realise his ideals for the University and the sacrifices which he so readily made both of his strength and of his time—that time which I have no doubt he would in other circumstances have delighted to devote to the historical researches which have won him renown.

As the beginning of my occupation of this office in the University is of such recent date, perhaps I may be allowed to express my gratitude to the many friends who have welcomed me both by speech and by letter, and to assure them that any delay in acknowledging their kindness is due to the suprisingly large number of congratulations rather than to any lack of appreciation of good wishes and promises of co-operation.

But although this is not the chief Convocation of the year, though the ceremonial is somewhat truncated, and our gathering is not graced by the presence of His Excellency the Chancellor, it is for you, the latest graduates of the University, a day of days; and it would ill become us to minimise the importance of the occasion for you and indeed for all who are associated with you. You have brought to a successful conclusion one period of your lives. You are setting out upon a great new enterprise, and the light-heartedness which is born of the sense of adventure is no doubt chastened by the thought

of separation and by a not unnatural apprehensiveness regarding the experiences of a more than usually unpredictable future. But I venture to think that there is also an awakening within you of a sense of responsibility as you realise that there never was a time in the history of your country and of the British Commonwealth of Nations when intercourse between East and West was fraught with greater possibilities either for good or evil. There is still much misunderstanding—quite unnecessary misunderstanding—even between people of the utmost good-will. It will be for you to lessen this misunderstanding amongst the people of the countries to which you go. You will have greater opportunities than the travellers from the West to the East. For while they in their exceedingly rapid journeyings have very limited facilities for observation, and, notwithstanding all good intentions, are constantly liable to grievous and disastrous mistakes, you are going from the East to the West for longer periods of time and will be brought much more intimately into contact with the peoples amongst whom you are to work. You are also at the stage of life when your mind ought to be free from prejudices and preconceived opinions, and I ask you to remember that if there is anything worse than a dogmatic *old* man it is a dogmatic *young* man, for the simple reason that the power of the latter to harm will be so much longer continued. You will

undoubtedly meet difficulties, but do not create difficulties by hyper-sensitiveness. Do not carry clannishness to greater length than is warranted by the natural gregariousness of those who inherit a common tradition and belong to the same country. Remember that there are many people ready to welcome you, many of whom are just as shy as some of you may be and often cover over that shyness by a stiffness of manner which, though deplorable, is almost wholly unconscious.

You will be regarded as representatives and the future leaders of a country in which the interest of the western world is rapidly becoming both stronger and more intelligent. I can assure you of a welcome from all well-intentioned people in these western communities as you go to them strong in your resolution to uphold the dignity and honour of your race and to show what the best type of Indian students stand for. Remember that you may give as well as receive. War-weariness has left its mark upon many of the western youth. They look rather longingly for fresh idealism and you may have it in your power to contribute a new spirit of faith in life.

But also be ready to learn all that you may from the experiences of others. See every possible variety of life, provided that the variety is not in itself harmful. I think you will find that those,—if there be any—who do not welcome you, are of diminishing importance in their community, and

that the more enlightened is the circle of friends you enter the warmer will be your welcome.

Do not be so impressed by differences of manner and custom as to be repelled by these differences. Deeper than the differences lies a similarity of aim in all right-thinking men and women, whether Eastern or Western. By the disturbance of your own customs and contact with the customs of others you have the opportunity—denied to the untravelled—of discovering fundamentals of character. And having discovered them your widening experience will enable you to build upon them an edifice of beauty and of usefulness.

Do not allow yourself, as some have done, to look for the worst in other societies and cast a high light upon it. The purpose of intercourse among the nations surely ought to be, in the words of Matthew Arnold, "Disinterested endeavour to learn and propagate the best that is known and thought in the world" and this also should be your aim as travelling scholars from India.

You are seeking to continue your education in many different directions, in law, in economics, in finance, in industry, in art. You are set free from the immediate necessity of earning your living, but you are not set free from the necessity of applying to practical life the ideas with which your education has furnished or will furnish you. I have little patience with the comparison so frequently made

between education in India and in the West or with the suggestion that to a greater extent than elsewhere a degree is coveted in this country because of its market value. After a fairly long experience of India I remain quite unconvinced that the connection between education and livelihood is in the long run closer in India than in Britain. Except in a few favoured circles, it is not possible to detach the idea of education from the idea of preparation for gaining an honourable living, and it is a mere affectation to pretend anything else. Indeed, I am inclined to go further and question whether the idea of learning for learning's sake is not rather an empty idea. I am doubtful whether even the purest scholar, unless he is either spiritually or socially selfish, ever loses the longing to apply his learning. To desire truth means to desire to adapt oneself to reality, to prepare oneself for life. It seems to me therefore that it would be possible to regard *all* education as a preparation for life. and conceive of an ideal of education which will get rid of this old rivalry between the so-called higher and lower aims.

To you will be given unique opportunities of carrying forward this preparation for life. And in the midst of this preparation I would suggest that it is necessary to *live*. Do not be mere receptacles of the accumulated experiences of others. Live over

again these experiences. Try to assimilate them with your soul so that you come back not, metaphorically speaking, wearing borrowed clothes which will mark you out from your countrymen, which you will either quickly discard or continue to wear with a sense of increasing isolation, but rich in experiences which have become your own, which have become part of your life and which, because of the elasticity of life, you can adapt on your return to the changing conditions of your society. Thus only can you become the leaders and the pioneers you are expected to be. Thus only can you fulfil the hopes which are centred upon you.

In your years abroad be worthy of the homes which have sent you forth. You may come from comfortable homes or from homes where means are scanty, but in either case you are going forth at the cost of sacrifice on the part of those whom you leave behind—whether it be the sacrifice of the comforts of life or the sacrifice which is born of the pain of separation. Be worthy of it all, be worthy of your University which has conferred upon you to-day this degree and " charges you in your life and conversation to show yourself worthy of the same." Be worthy of your Motherland both as she has been and as she hopes to be. Be worthy also of the traditions of the countries which for the next few years are to give you hospitality, I hope ungrudging hospitality,

and be worthy of the Universities who are to give you the rich and varied training to which you are looking forward. If you are thus worthy you will return to your own land, uniting in yourself elements of universal culture to hasten time when the barriers of the nations shall be broken down in the federation of mankind.

The 16th February, 1929

Professor W. S. Urquhart, M.A., D.Litt.,
Vice-Chancellor.

YOUR EXCELLENCY, LADY JACKSON, FELLOWS OF THE UNIVERSITY. GRADUATES, LADIES AND GENTLEMEN,

Once more we have the opportunity of welcoming you, sir, as our Chancellor, and we thank you for the interest you continue to take in the University and its students, an interest shown in many and varied directions.

During the past few weeks we have shared in the anxiety of the whole Empire, and it is but fitting that at this Convocation we should request you to convey to His Majesty the King-Emperor the sense of gratitude for his recovery which is felt by the largest single body of students within his Empire. We may disagree in many things, but in one thing, I think, we are all agreed, and that is in loyalty to the person of our Emperor and in thankfulness for his delivery from danger.

It is only six months since you did me the honour of appointing me to the position of Vice-Chancellor of this University, and I can speak from personal knowledge of only a part of the year under

review. My predecessor in office could have furnished a more intimate account of the earlier period, had he been called upon to do so, but he must at least have that share in our proceedings of to-day which is constituted by a recognition on our part and on the part of the whole University of the great zeal and devotion with which he discharged the duties of his office and the energy which he expended upon his many tasks. He did not spare himself, and to-day, in Convocation assembled, we offer him our thanks for his sacrifice of time and strength in the service of the University.

In this rapidly changing life of ours it is not possible that a year should go by without our being called upon to suffer great losses as a University. One of our senior Honorary Fellows, Mr. Syamacharan Ganguli, an educationist of standing and a benefactor of the University died nearly twelve months ago, and about the same time we had to mourn the loss of one of the most distinguished sons of modern India, the Rt. Hon'ble Lord Sinha of Raipur, a pioneer in many new ways. Amidst his varied activities he found time to interest himself in the affairs of the University, and amongst other offices he was Dean of the Faculty of Law from 1906 to 1908. A similar position was occupied at a somewhat earlier date by the Rt. Hon'ble Sir Syed Ameer Ali, who died in August last. He served the

University as a member of the Syndicate and as Tagore Professor of Law, and, although he had been separated from us by distance for many years, he was still closely connected with educational advance in this country both through his influence upon his own community and his reputation in the world of letters. The tragic death of Dr. George Ewan in July last removed, at the height of his powers and in the prime of life, one of our most able and vigorous Senators. He was an influence for good in many directions, and in a comparatively short time had come to be recognised as a trusted promoter of University progress. Lastly, we unite our sorrow with that of many leading families in this city in deploring the loss of Mr. S. R. Das, a Fellow of the University from 1923 to 1926, whose brilliant intellectual gifts and legal pre-eminence were a source of pride both to the University and the country. From reverent commemoration of the dead we may turn to the achievements of the living, and it is possible to record a period of steady successful work in the departments of academic activity most closely connected with the University. It will not imply any depreciation of the labours and energy of others of our University staff, *e.g.*, of such eminent philosophers and industrious authors as Professor Radhakrishnan and Professor Dasgupta, if I draw special attention to the wonderful discovery

which stands to the credit of Professor C. V. Raman, and which has been received with enthusiasm by the whole scientific world. I do not presume to describe this achievement, but the President of the French Academy of Sciences has referred to it as a notable discovery which opens new and fruitful avenues of research. Some seventy papers consequent upon the discovery have been published during the last few months, and the frequency with which scientific journals speak of the *Raman* effect, the *Raman* spectra, the *Raman* lines, etc., proves that Calcutta University has had the honour, as a result of the labours of its distinguished professor, of supplying a new adjective to the vocabulary of science. The Faraday Society is organising a special meeting to discuss the new phenomenon and its relation to molecular spectra, and Professor Raman has been invited to lecture before the Royal Institution. This latter honour, I believe, he shares with the veteran scientist, Sir Jagadish Bose, to whom the University had recently the privilege of offering felicitations on the attainment of his seventieth birthday, and congratulations on a lengthy record of scientific achievement.

Before I go on to speak of the problems which will be occupying our attention in the immediate future, may I express my gratitude to my colleagues in the University for their generous co-operation

during the past few months? Thanks to their active good-will and their passive forbearance, there has been no interruption during this period of the placidity of our existence. With so many clouds of controversy looming darkly upon the horizon, this may be the calm before storm, but I am hopeful that during our period of by no means somnolent quiescence—which is to be carefully distinguished from acquiescence—there may have been an increasing disposition to consider academic matters in respect of their merits and not merely of their origin. Just as acceptance of the evolutionary principles does not compel us to be always thinking of our ancestry, probably arboreal, so there is no reason why questions of the origin of problems or proposals should always be in the forefront in discussion of University topics.

Our educational situation presents so many varied perplexities at this juncture that I may be accused of contempt of court if, before judgment is delivered, I allude to any one of them. But I venture to take the risk. We have discussions going on round about us and amongst us upon Primary Education, Secondary Education and Under-graduate and Post-graduate University Education; and the Syndicate, weary but watchful Post-graduate Committees, slightly apprehensive, Trust Boards of Management not uninfluenced by the

Raman effect, to say nothing of *ad hoc* committees, are engaged in the good work of discussion, guided and encouraged, aided, abetted or otherwise by Dr. Banerjea in the Legislative Council, and by Dr. Jenkins—that "universal provider" of educational contrivances—in the depths of the Secretariat. It is said that in the multitude of counsellors there is wisdom, and having got the multitude, we hope for the wisdom. We hope that a satisfactory solution may soon be reached of the problem of the Secondary Board, and that the difficulties of dualism as between the University and the Education Department may be overcome by an arrangement which will relieve the already overweighted shoulders of the University of some of the burden of the schools while still keeping in mind our traditional responsibility for them.

The mention of both Primary and University education in the same sentence brings us abruptly up against the problem of finance. However wise we may be both within the University and without it (without being used in a double sense, so as to include people who think that a University education is *worse* than useless) we cannot afford to do without money, and must join in what was the other day described as the "shrill cry" for it. We wish to learn, and to learn to think, but in order to think we must live.

In respect of finance may I urge the necessity in any country of *both* University and Primary education? If inadequate provision is made for the continuance of a body of public-spirited men with a University tradition and up-bringing, the desire for primary education will soon fade away. Perhaps it is more true of this country than of some others that the desire for education filters downwards and that unless you have a considerable number of men who have experienced the benefits of education for its own sake, you will not have sufficient stimulation of those who are not so conscious of these benefits. Negatively, also, the same is true. Restriction of the University education would mean the increase of illiteracy, for in such a case efforts to establish or develop primary education would meet with little encouragement. To the promotion of University education we may surely apply the words: This ought ye to have done and not to have left the other undone. Further, it is surely true that in any state it is always possible to make fuller compulsory provision for primary education than for advanced education.

Then in respect of our own more immediate financial problems—it has been pointed out on the one hand that the Government of Bengal has no money and that on the other hand the University of Calcutta is very extravagant. Settlements, both

Meston and Permanent, are given as reasons why there should be no additional support of the University. But why—it may be suggested—should the Government of India altogether disown its oldest University child? It has had a certain amount of responsibility for the origination of the present clamant and unsatisfied needs, and there seems no apparent reason why it should confine its present generosity merely to the little ones in the nursery—why, in other words, it should not anticipate Meston unsettlements—I do not venture to breathe a whisper of any other unsettlements.

In respect of our deserts, again—or want of deserts—it is alleged that we are extravagant. We may be so in some directions, and there is certainly a possibility of some internal redistributions, but in regard to the total sum necessary for maintenance, to say nothing of wholly legitimate expansion, I am afraid there is no possibility whatsoever of diminution without very serious detriment.

But what I wish to plead for above all things is that in all our negotiations we should get rid of the spirit of bargaining, that we should avoid the suggestion that we are out to get all that we can from Government, with the corresponding implication that it is the intention of Government to give us the bare minimum necessary to silence our clamours. We hold strongly to the idea that we are

partners in the consideration of the common good and not bargainers the one over against the other. We hold that it is the duty of the University to give boldly and honestly the advice which is asked as to the proper distribution of educational public money, and not to ask a pice more than is necessary in view of other requirements of the community. And at the same time we ask that, after an equitable distribution of the public funds has been made, confidence will be placed in us that the resources entrusted to us will be carefully administered for the greatest good of the community of which both Government and University form a part.

But it should be always remembered that there are other than Government resources in the country, and that the University has a right to appeal to private benefactors. Is it too much to hope that there may be a recurrence of some of those princely benefactions of a dozen years ago,—unless Dr. Brahmachari by his recent appeal has succeeded in diverting all the generosity of the "rich aristocracy" of Bengal into the coffers of the Asiatic Society?

We have spoken of the close connection between the University and the interests of the community as a whole, and this leads to speculation as to whether the University is properly preparing the students for the duties of citizenship. There are

on the one hand those who acclaim the students as presently active and efficient leaders in all public movements, and on the other hand those who hold that it must not even be whispered in their ears that there is such a thing as politics. Both extremes seem to me frankly impossible. But I am not going to traverse a well-worn theme, save to say that preparation for life includes consideration of political problems and that such consideration has to be permitted unless we are to force the students into one or other of the dogmatisms which produce either conservatism or anarchy. Such preparation, however, does not mean participation in the sense of a premature assumption of the responsibilities of the post-preparatory period. Difficulties in regard to this particular problem would not arise if there were more sympathy and co-operation between the University authorities and the general community. But if the University is divided within itself, or if there is a cleavage of opinion between it and the general public, such difficulties are inevitable.

The same consideration also applies to the wider question of discipline, which is of paramount importance at the present time when people who are elderly in mind, if not also in body, are shaking their heads over the restlessness of the student community, and declaring that its members have altogether got out of hand, and that discipline must

be restored at all costs. It always seems to me that comparisons between one generation and another are as odious as other comparisons are. But, again it does not meet the case simply to say that the students of to-day are no worse than their predecessors, or—more lightly—to quote the familiar saying that "boys will be boys." We must go deeper. We are dealing at least with boys who want to be men, who are on the threshold of manhood, and who cannot therefore be subjected to the same kind of discipline as is suitable for school boys. Analogies in this respect between one country and another are unsafe. In England, at least in the older Public Schools and Universities, for example, boys are kept in scholastic and academic leading strings to a later age than in India or in Scotland, and whatever our opinion on the relative merits of the educational systems may be, the fact remains that we cannot in India or even in the barbarous country of Scotland count upon the same degree of traditional pressure in the direction of conformity to rule and custom. The problem of discipline has to be dealt with in a subtler way, and therefore becomes more intimately connected with the general rapport between the Colleges and the community of which I have already spoken. Discipline can be maintained only if the academic authorities feel that they have parents and guardians on their side.

To my mind the relation between the authority and the student is of the nature of a solemn contract in which the teacher promises to respect the rights and privileges and personality of the student, and on the other hand the guardian promises to support the authority of the teacher. The teacher must stand in some sense in *loco parentis,* otherwise he has no continuing security; he cannot for any length of time stand in opposition to the parent or to the collective enlightened community. If the contract of which I have spoken be broken, and if it be broken, as may occasionally happen, by the academic authority, then the adage that discipline must be maintained at all costs prove to be mechanical, archaic and peculiarly futile. If we can maintain our discipline only by the persistent refusal to admit that there may have been a mistake, such discipline is not worth maintaining. Guardians may in that case quite conceivably exercise their right of withdrawal from the contract. But what I do urge is that the guardians should play the game: that they should either withdraw their students from the colleges, or, if they keep them there, should resolutely uphold the authority of the College. They should not allow them to remain in College, and at the same time actively or passively encourage them either individually or collectively to defy the academic authority. Otherwise the authority of the teacher,

an authority which has a greater traditional strength in this land than perhaps in any other, is irretrievably ruined. No satisfactory solution of the acute problem of discipline is possible so long as the relationship between the teacher and the community is one of antagonism or persistent misunderstanding. Discipline depends on the satisfactoriness of the general situation and cannot be considered apart from that situation. Thus the duty of the University and of all educated men is so to serve the community that the diffusion of culture may come to mean the establishment of peace and goodwill. Only then will the difficulties of the present situation disappear.

In conclusion, may I offer the congratulations of the University to those who have this day received their degree? It is one of the greatest days in your life, a day of new resolutions and new departures. You have received many benefits from the University, and yours is now the responsibility of remaining true to the ideals which you have been led to cherish. Your scientific and philosophical training ought to have created within you a desire for broad-mindedness and catholicity of judgment. You will not conceive of yourselves as having duties only to your own class, neither will you remain unimpressed by sufferings which do not concern yourselves. You will have a sense of the universal.

You will have many difficult problems to face. The problem of unemployment immediately affects some of you, as in many other countries at the present day, and you may be inclined to say that your education has been a mistake and altogether wasted. Do not rush too hastily to this conclusion. Vocational training, however desirable it may be, will not of itself solve economic problems. And the more general form of education which is given in a University can never be wasted. As was said recently, University education often helps you to do that which you can't do, or, in other words, prepares you for the emergencies of life and enables you to make opportunities for yourselves even when they do not lie ready to your hand. In looking forward to the future do not think so much of the provision of posts for you as of the preparation of yourselves for the post. Do not rely on external influence, but make yourselves fit to avail yourselves of opportunities, taking as the ideal of the health of a society the principle that no one should press forward to a position for which he is not fit. The protection given by an influential family is a very doubtful benefit, and should not be overmuch regretted by those who do not enjoy it. In any case there are not enough influential families to provide for the needs of those who are clamouring for employment. Stand upon your own feet and make your-

selves worthy of employment, and you will not fail. In virtue of your firm resolution and your high ideals, you may be agencies not in the disturbance of society but in its reconstruction, and you will succeed in your vocation just in so far as you determine yourselves to fair-mindedness, seeking to contribute to the common good rather than merely to claim your own share of it. Rights and duties belong to all of you, but you can secure your rights if you think first of your duties, not merely to your own class but to your country and to humanity as a whole.

The 16th February, 1929

The Right Hon'ble Sir Francis Stanley Jackson,
P.C., G.C.I.E.,
Chancellor.

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

I must first offer my congratulations to you, Mr. Vice-Chancellor, upon the address you have just delivered, in which you have dealt with several subjects of special interest with great lucidity and evident sincerity. After having heard your address, I feel that no one could accuse you of want of sympathy for the legitimate aspirations of this University, nor want of courage in expressing your convictions upon questions which directly affect its life and progress.

One of the greatest needs of the University is the proper appreciation by all connected with it—whether staff or students—of those primary functions which a successful University should fulfil and their unselfish support of them.

The Vice-Chancellor of this University occupies a position, both difficult and anxious, and involving considerable sacrifice of time and personal convenience. I can echo with great sincerity your appreciation of the services of the late Vice-Chancellor,

which I am sure all here desire to acknowledge and place on record.

You have respectfully referred to the illness of His Majesty the King-Emperor which has aroused so much concern and sympathy amongst all classes throughout the Empire. I shall be pleased to convey to His Majesty the message from this Convocation of its gratification at His Majesty's progress towards convalescence and its earnest hope for a speedy and complete recovery.

I should like also to join with you in deploring the loss of those eminent sons of this University to whom you have referred. It was my privilege to know personally the Right Hon'ble Lord Sinha, the Right Hon'ble Sir Syed Ameer Ali and Mr. S. R. Das. We are well aware of the prominent part they played in the social and political life of India, and the exceptional services they each rendered not only to their mother country, but also to the Empire.

It is also right that, as Chancellor, I should take this opportunity of endorsing the congratulations which the University offered to Sir Jagadish Chandra Bose upon the attainment of his 70th birthday. Sir Jagadish has gained for himself a unique position amongst international scientists, and the University has every reason to be proud of so eminent a scholar.

The achievements of Professor Raman, of which you have spoken in such felicitous and well-

deserved terms, must be a source of great satisfaction and pride to scientists throughout India, and an inspiration to all who study here.

This is the second occasion upon which, as Chancellor of this University, I have had the privilege of addressing you. The lapse of a year has enabled me further to study your problems and difficulties, your traditions and achievements, and it is with this increased understanding and sympathy that I feel I can address to-day, those who have just graduated, and also those on whom the immediate charge of the administration of this University devolves.

To the new graduates I wish to offer a word of congratulation upon their success after long and strenuous endeavour. You, who have won through the trial, may well feel some gratification at the result. You have striven to prepare yourselves for the complex and serious problems of active life by equipping yourselves with knowledge and wisdom. Knowledge without wisdom is dangerous, as wisdom without knowledge is defenceless. In the present state of this country's affairs, at a time full of hope, but not free from anxiety, there is need for those who have been so trained as to be able to prove all things and hold fast to what is good; to value tradition without being enslaved to it; to have the courage of their convictions and yet be tolerant

towards those of others; and to reconcile the claims of liberty with those of order. A degree well earned is the outward symbol of qualities of mind and character—a critical and yet receptive habit of thought, a union of knowledge and independence with reverence and respect. These are qualities which it should be the primary function of the University to create.

I believe it has long been recognized that this University of Calcutta in its creative task has been hampered by various obstacles. The nature of these obstacles was exposed in the masterly analysis of the Report of the Calcutta University Commission and it has been a matter of surprise that as a result of that report so little has been done in Calcutta to carry out its proposals. A combination of causes appears to have been responsible. There has been financial stringency, a natural and jealous fear of the University for its autonomy, inevitable differences of opinion and perhaps, I should add, instability of Ministries, which have stood in the way of any radical reforms. But the need for reform has been generally and candidly recognized. It seems clear, for instance, that the admission of thousands of students whose previous training owing to weaknesses of the secondary school system is of the most inadequate character, has tended seriously to lower the standard of University teaching. At

the same time the control which the University is called upon to exercise over secondary schools makes a demand which its organization was not intended to meet. Obviously one of the first needs in any scheme of educational reform must be to release the University from this extraneous obligation, while at the same time securing to it its legitimate share in the fostering of secondary education. It is also necessary to ensure that secondary education shall receive its due share of public money and the advantage of expert control and guidance in order to secure for all boys and girls in high schools a system of general training, which shall not only prepare those who must forthwith work for their livelihood, but also those who are fortunate enough to be able to continue their studies and take advantage of the more exacting opportunities of University education.

It is with these objects that the Bengal Secondary Education Bill has been prepared, on which, I trust, the valuable criticism and sympathetic consideration of the University and the Legislative Council will soon be available.

There is also ample evidence of a general recognition of the need for the reconstruction of the controlling bodies of the University itself. The present constitution has existed almost unchanged for many years, while the scope of University teach-

ing and the range of its responsibilities have enormously increased. From a purely affiliating and examining body, the University has become also a large teaching organization. The number of students under its care has increased rapidly and is now almost double that of the number in all the Indian unitary Universities put together, whilst its authorities have control of the expenditure of 22 lakhs of rupees a year. This remarkable expansion has imposed a strain on the existing organization which becomes every year more and more difficult for it to support. The Calcutta University Commission saw these difficulties and proposed changes of a far-reaching character,—proposals by which most other Universities have hastened to profit, but which hitherto have not been applied to this University. No one will question the wisdom of moving slowly, nor the right of the University to scrutinize with anxious discrimination any proposals which might infringe its autonomy or impair its efficiency, but it is dangerous to delay too long. The weaknesses to which pointed attention was drawn nearly ten years ago are not likely to improve by undue delay in dealing with them. The only possible advantage that may have accrued is that you have now the benefit of the experience of other Indian Universities which have not hesitated to avail themselves of the recommendations of the

Commission. By waiting any longer you will run a great risk of finding that the evils you wish to remedy have become almost irremediable.

As you are aware, the Educational Department have had under preparation during the last few months a comprehensive Bill for the reorganization of the University of Calcutta, based on previous discussions of the needs of the University, as well as the experience that has been obtained at other Universities since the Sadler Commission issued their report. In view of the need for a speedy settlement of the matter, I venture to express my earnest hope that the University authorities will be able to report on the draft proposals that have been referred to them for opinion with the next few months, so that there may be as little further delay as possible in placing definite proposals before the Bengal Legislative Council.

One of the greatest anxieties with which this University is faced is the continued instability of its finances. For many years now the University has been unable to balance income and expenditure, and a succession of deficit budgets has alarmed all those who wish it well. Four years ago the assistance of Government was obtained, and an annual grant of three lakhs of rupees was promised for a term of years, but in spite of this there have been deficits, and the burden of debt is still growing.

I recognize that University education is and must be expensive, and that a University, such as this, has a claim on the good-will and on the purse of the State. This has been recognized in every country. But the claims of other branches of education must not be forgotten, and I think we must face the fact that, whilst Government should always readily contribute its share to the expenditure of the University, it can scarcely be expected to consent to assume a contingent liability. The University asks to be assured of a sufficient income and to be free to spend that income as it considers to be best in the general interest of the University. With this desire, I have much sympathy, but it behoves the University to control its finances with vigilant and thrifty carefulness, so as to be able to avoid that irksome dependance which must be the inevitable corollary of debt. Next year the financial relations between Government and University will again have to be considered, and I am pleased to note that the Senate have appointed a committee to review the whole financial and academic situation. I trust that as a result of their labours the University will be able to produce such evidence of wise economy as will ensure that confidence in their administration which is requisite to further consideration of their claims to continued support from the public purse.

There is another matter deeply affecting the efficiency of the University to which I should like to refer. The annual reports on the Students' Welfare scheme have revealed a condition of things which must profoundly alarm all those interested in the welfare of young Bengal. We are told that only three out of ten students are physically normal, that thousands are suffering from preventable diseases, and that in many cases there is steady deterioration in health and physique during a student's University career. Physical well-being is a necessity of all human activity and a foundation of national prosperity. Thanks to the efforts of the University, the existence and extent of the evil have now been laid bare. Neither the University nor the public will, I am sure, acquiesce in such an evil when aware of its magnitude, and some well-devised and comprehensive system of treatment and after-care is a matter of peculiar urgency.

I have heard it said that the life of many of the students in the schools and colleges in this Presidency is joyless and dreary, and I fear there is truth in this assertion. Too frequent examinations bound the horizon of the student and dominate his outlook. He is often educated at the cost of great self-sacrifice on the part of his parents and dependents. To obtain a degree which he fondly hopes will prove the key to a post, becomes naturally an

absorbing pre-occupation. What seems to be needed is conditions which would stimulate that joyousness and vitality which go to make youth a golden age. Colleges and Universities do not yet provide those opportunities which they might well do for the full play of the many-sided interests of youth—the enjoyment of healthy physical exercise, the sharpening of mind upon mind, the formation of disinterested friendships. I recognize with thankfulness how much has been done in recent years to make life fuller and happier for the student by the stimulation of interest in games and the provision of facilities for them, as well as by the development of tutorial work and of corporate activities. Much credit is due to the University and the colleges which have striven against odds to improve the conditions of student life, but much still remains to be done. Efforts should be directed towards assuring an education which will make the student a happy and healthy as well as a useful citizen. I believe at the moment there is no sports ground attached to this University which they can call their own. It is a deficiency which ought to be remedied, and it appears to me to offer an opportunity to the well-wishers and would-be benefactors of the University to bestow an inestimable benefit upon it. I shall be pleased to help in this laudable object in every possible way.

There is one other matter to which I would like to make some reference. For some years past at every Convocation of this University, the Chancellor has had the pleasing duty of conferring its degrees on a small number of women students. Their number grows slowly but steadily. One of the gravest problems that confront the educationist and statesman in India to-day is the cultural disparity between the sexes, which must become more pronounced as the rapid progress in the West towards educational equality strikes the East. One of the most hopeful features of recent years has been the eager interest of educated women in the education of their sex. The spread of education among women is a determining factor in the social progress of the country, and this can only be fully achieved through the guidance and service of educated women themselves. Those women who have graduated to-day should regard themselves as pioneers and missionaries, with an obligation to use their opportunities and qualifications to bring the light of learning within the reach of women in Bengal, and help them to help themselves towards those positions in life which women can well fulfil to the inestimable advantage of the community.

Mr. Vice-Chancellor, ladies and gentlemen, for nearly 70 years the main responsibility for higher education in this province has fallen upon

this University. Many of her sons have become famous as Writers, Scientists, Teachers, Lawyers, Doctors and Statesmen. Some have made history, and their names are inscribed in the Roll of Honour. With this great and proud record behind us, we must turn our eyes to the future in which the part this University must play is bound to be even greater than in the past. The springs which feed the fountain of knowledge are active. We must see that every outlet and channel is kept clear and free from choking weeds.

No University education and training can assure individual success, but an obligation rests upon us keeping pace with changes inevitable with progress to strive to provide such opportunities for the students, which, taken full advantage of, will assure a qualification which cannot be ignored and fit a successful candidate for any branch of service.

That your best endeavours will be given to this task, I have no doubt, and I beg to assure you of my own ready co-operation in a work of such vital importance to the general progress in Bengal.

(Special Convocation)

The 24th August, 1929

Professor W. S. Urquhart, M.A., D.Litt.,
Vice-Chancellor.

LADIES AND GENTLEMEN.

In one way I regret, on your behalf, that this is not the Annual Convocation of the University. You may miss the inspiration of the larger gathering and the fuller ceremonial and the presence of certain distinguished individuals who to-day are absent. But none the less this is a great day in your lives and, just because you are so small a group, you have the attention of the University so concentrated upon you that you cannot fail to become more fully conscious of your importance as individuals. It is thus more than usually possible for you to feel to-day what every graduate of the University ought to feel on such an occasion, that he has reached a point when he can no longer be regarded as merely one of a class but has to begin to make his own career after a manner which differentiates him from all his fellows. His University

studies have been a failure unless he is to some extent prepared for this career in which no one else can be his substitute.

You have reached the end of your University life, as far as that is to be spent in India; and in the name of the University I congratulate you on your success and offer you every good wish for the enterprise upon which you are so soon to launch yourselves. Your educational environment is now to be widened so as to include new and varied experiences of foreign lands. Opportunities are opening before you such as are given to few. It is indeed true that travel between the different countries has been much more frequent of recent years. For educational and cultural purposes the whole world has been becoming linked up, much as Europe was in mediaeval times, and India and Greater India in still more distant ages. The World Jamboree of the Boy Scouts—of which we have been hearing so much in the last few weeks, may be taken as a symbol of what this intercourse is in the future expected to be, when these energetic young people have grown to manhood. But will not the influences which are playing upon you in these western countries be much more determinative, as you remain there, not for weeks, but for years, and at a period when the plastic material of your nature is stiffening towards a permanency of quality and

character? And on your return you will exercise even greater influence.

During the terms of your study in Calcutta University you have been getting ready for your future, and your years of study abroad are to give you still further opportunities of preparation through your receptivity of the influences which will play upon you, and your reaction to these influences. There is not time to attempt to describe these influences in any detail, even if it were desirable to do so. One thing I should like to ask you is that you should not exaggerate minor difficulties in the way of receiving full benefit from your residence abroad. To my mind it is exceedingly sad that Indian youths should frequently, keeping themselves to themselves, refuse to mix with the people with whom they are thrown most directly in contact. Some will allege that there is good reason for this, that they cannot forget estranging controversial matters, and that the reception they get is sometimes cold and restricted. Be the degree of truth in this what it may, I yet venture to suggest that in many cases—perhaps in the majority of cases—the welcome which is intended but not fully expressed, does not have its full effect because of an intelligible but nevertheless excessive sensitiveness on the part of the stranger. The normal man does not like to be conspicuous and the newcomer is apt to conclude

prematurely that the company in which he finds himself disapproves of him because he is conspicuous. It must be remembered that many of the students at an English University are the products of the English Public School system of education and the effects of this are not easily thrown off. To many of us who belong to countries where a more democratic system prevails, this peculiarly English system seems sometimes to have the defects of its qualities. It makes a young man into a most attractive member of his own group, teaches him how to " play the game " and to care for the interests of the group rather than the individual. But it also seems sometimes to develop within him a perverse shyness and a curious incapacity for understanding the point of view of those who do not initially belong to his own group or set; and the ex-Public School boy occasionally seems to be a master in the art, unconscious perhaps, of making outsiders feel that they *are* outsiders. But I ask you to remember that very frequently it is *only* seeming, that he is blissfully unconscious of this particular effect of his upbringing, that his welcome is at heart much more cordial than it is in outward expression. Catchwords glibly uttered within a certain set do not mean half what they appear to mean to those who coming from outside are often hurt by them, and I would ask you to remember

that students all over the world are proverbially critical, and that often they do not mean the half of what they say in obedience to the current jargon of the group. Still less do they mean the half of what they do *not* say when they offend the stranger by a devastating silence.

Of course I do not say that all the difficulties in the way of freedom of intercourse between people of different countries are of this superficial character and merely matters of manner, but many of them are, and it is a pity that the door opening towards friendship should be shut at the outset by a fancied rebuff, of which a little humour at the outset and a refusal to take either oneself or other people too seriously, would show the insignificance. Bitterness of spirit is often the outcome of unnecessarily wounded feelings, and many tragedies of alienation have been due to excessive sensitiveness to a slight which a little calm analysis of the situation would have shown to be entirely imaginary.

To meet more serious difficulties I would appeal to you to carry with you the spirit of courage. and to bank on friendliness amongst those you meet rather than upon unfriendliness. Thus you will find the doors opening to a mutual intercourse which will be of the greatest possible mutual benefit. Remember constantly that you are ambassadors on behalf of India, going forth to remove misconcep-

tions and to win honour for your country. The impression you make upon those with whom you come into direct personal contact will be worth more than reams of book or paper controversy. Ignorance of the true significance of Indian culture you will frequently find to be distressing, and you can do much to remove that ignorance as in your varied occupations you come into contact with the leaders in the different spheres of academic and public life. You are looking forward to many kinds of work,—to preparation in literature, in law, in science and medicine. One of you at least has the ambition of becoming a modern Portia, and to her and her companion I would venture to say that they have at this present time a special task in removing misconceptions about the womanhood of this land, their aims and aspirations.

All of you will be preparing for your return. You can do this best by trying to study all sides of the many problems you will have to face in the future. You will come in contact with many different forms of opinion, conservative and progressive, insular and cosmopolitan,—and in general with an attitude which is growingly favourable to Indian aspirations. Take as an example of a point on which many different views are possible the opinions held upon the question of compulsory military service. You will find that many are cordially ap-

proving of the idea of officers training corps (often virtually compulsory in the schools at least) in the schools and colleges of Britain. But on the other hand you will find a growing numerous body of people who look upon any compulsory encouragement of militarism in Britain and elsewhere as an encroachment upon the liberty of the individual and as a mortgaging of the future of the world in favour of obsolescent ideas, *not* unmindful all the while of the necessity of showing their sincerity by advocating the diminution of military expenditure all over the world. So by synthesising your experiences you will be able to look at this and many other questions from the point of view not of India alone but from that of universal opinion as well. Another question which you will find frequently discussed is that of the League of Nations, and you will find that whatever may be the defects of present organisation, it is in the ideas behind this League that for the more progressive minds the hope of the world seems to lie.

You will come back to be men and women of great influence in your own country. You can best of all prepare yourselves for this return by remembering, in the words of F. H. Bradley, that " the best communities are those which have the best men for their members, and the best men are the members of the best communities. The two problems of the best men and the best state are two

sides, two distinguishable aspects of the one problem." To the solution of this problem you can contribute, as you gather your experience wisely and well, and return ready to apply that experience to the needs and aspirations of your own land. The good wishes of your University go with you, both for the time of your remaining abroad and for the time of your returning.

The 8th February, 1930

Professor W. S. Urquhart, M.A., D.Litt., D.D.,
Vice-Chancellor.

YOUR EXCELLENCY, LADY JACKSON, MEMBERS OF THE UNIVERSITY, LADIES AND GENTLEMEN,

On this the third occasion on which you have visited the University as our Chancellor, we offer you our cordial welcome and express our gratitude to you for the interest you continue to take in the University, in its present doings and its immediate future. In the problems which will confront us in that immediate future and of which more will be said in the course of this address, we are confident that we can count upon Your Excellency's generous co-operation.

Another year of academic life has come to a close, and we hope that the strenuous work in which many of the members of the University have been engaged, has meant progress in certain directions. It has been a year of comparative peace within the central portion of the University, and the interruptions of regular work which occurred in one or two of the Colleges, were not of long duration and are now happily things of the past.

As a University, we have suffered some serious losses in the course of the year. The late Maharajadhiraj Sir Rameshwar Singh, G.C.I.E., of Durbhanga, was an Honorary Fellow of the University, and it is to his munificence that we owe the Durbhanga Building which has been for many years a useful centre of our work. We offer our sympathy as a University to his family, as also to the family of the late Maharaja Sir Manindrachandra Nandy, K.C.I.E., of Cossimbazar, who was an exceedingly generous benefactor of the University and of many other educational institutions, and who will long be remembered as one of the most versatile and earnest promoters of learning, as well as one of the most unselfish of men, whom modern India has known. We also mourn the death of Nawabzada Ashrafuddin Ahmed, Khan Bahadur, C.I.E., who, since 1890, has been a Fellow (or Honorary Fellow) of this University; and, in his earlier days, gave valuable assistance on the Arabic and Persian Boards of Studies.

Through the retirement of Dr. George Howells of Serampore College, the University has lost the services of one who devoted much time and energy to what were, in his view, the best interests of the University. He was a member of innumerable committees, and took an active and useful part in the deliberations of the Senate. He was specially inter-

ested in the Post-Graduate Department and contributed greatly to its development and strengthening.

Two of the members of our professorial staff have been absent during the year. Sir C. V. Raman, whom we congratulate upon the honour of Knighthood bestowed upon him since our last Convocation, has just returned from a triumphant scientific progress in the West, where he has been lecturing before the leading Universities and Scientific Societies of Great Britain and the Continent of Europe, and has received, amongst other distinctions, the very rare honour of an honorary degree from the University of Freiburg. Prof. Radhakrishnan has been creating a great impression by his lectures in Oxford, and I have heard that when he goes to London, he, ever loyal to his national garb, is apt to be stopped in Regent Street and thanked by unknown admirers for the inspiration of his addresses. Mr. H. C. Ray has just returned to the department of History with a London Ph.D. to his credit, and a remarkable series of testimonials to the value of his work from the most widely recognised authorities in his subject.

Meantime their colleagues in Calcutta have not been idle. Dr. Dineschandra Sen has been continuing his work upon *Eastern Bengal Ballads*, having already published six substantial volumes. Dr. Haldar has been increasing his reputation as a writer upon Hegelian philosophy. Dr. Banerjea has been

adding to the volume of his work in Economics, and Dr. Stella Kramrisch has written a very considerable portion of an important German Encyclopaedia of Asiatic Art. The scientists also have not been without their meed of recognition. *Nature*, one of the best-known scientific journals, speaks of the work of Prof. J. N. Mukherjee in Colloid Chemistry " as having established his reputation throughout the scientific world as an eminent worker in this subject " and describes his recent address before the Science Congress as " an excellent example of the great progress which India has made in science during the last twenty years." Prof. P. N. Ghosh and his immediate associates have been contributing important articles to the same journal as well as to other scientific reviews. In a recent article the leading scientists of Britain described the quality of the Indian research in Pure Physics in terms which Prof. Raman modestly declares to be excessively generous, but in which we suspect there is a very considerable amount of truth. These are simply outstanding examples which go to show that work of a very advanced character is being done in this University, and that many of the members of our staff are acquiring a reputation which has travelled far beyond the bounds of Bengal, and even of India.

One of the most important events in the year has been the setting up, after prolonged negotiation,

of an Arbitration Board. This has been welcomed by teachers as giving them an added sense of security, and it is hoped that it will fulfil the expectations which have been formed regarding it.

Committee meetings during the year have been incessant. One of them, to which Mr. Syamaprasad Mookerjee gave able secretarial assistance, was appointed to formulate the latest views of the University upon the subject of the Secondary Education Bill, and these views were for the most part endorsed by the Senate. They represent an adjustment of the tradition which left secondary education in a position of somewhat uncertain equilibrium between the control of the Education Department and the University, to the newer conception that there should be a special Board entrusted with the management of this particular form of education. The chief difficulty was to state adequately and fairly the relation which the proposed Board should hold to the University on the one hand and the Education Department on the other, and it is hoped that the solution offered by the University, which represents a very considerable compromise between opposing views, will commend itself favourably to the Legislature.

Another important Committee dealt with the situation which has arisen owing to the fact that the existing arrangement with the University in respect

of the Post-Graduate Department in particular comes to an end in the course of this year. The Committee was appointed with a view to ascertaining the academic requirements necessary to preserve, consolidate and stimulate the essential features of the present scheme of teaching and research; and to suggest any changes which might be necessary in the constitution of the different administrative and academic bodies with a view to securing more effective economic co-ordination of resources and activities. It considered, amongst other things, the possibility of a more economical organisation of the offices, and attempted, either directly or through sub-committees, to arrive at a correct estimate of the financial situation which would arise if the teaching and research activities of the University were to be placed on a satisfactory basis. No one will deny the comprehensiveness of this aim or the diligence of the members of the Committee. Their patience was at times almost completely exhausted, but they returned to the task with surprising renewals of vigour, and were able, faint yet pursuing, to hold no fewer than seventy-six meetings, greatly assisted by the indefatigable labours of the two Secretaries, Mr. S. P. Mookerjee and Dr. J. N. Mukherjee. I think also the Members of the Committee will unanimously agree that a special debt of gratitude is owed by the University to Dr. W. A.

Jenkins for his assiduous toil in connection with this work. The Committee accumulated and attempted to digest—with what success I shall not presume to say—an enormous amount of information. The Report has been placed before the Senate and will be discussed at a meeting a week hence. It is, therefore, not possible to discuss at the present stage the merits of its conclusions. It is enough to say that the Report, contrary to the initial expectation of many, is in form unanimous, although the minutes of dissent on particular points are numerous. It represents an attempt to get rid of certain difficulties which have emerged in course of the years in the present organisation, difficulties which I make bold to say the illustrious founder of the present system, to whom the University will ever be conscious of owing an immeasurable debt, would have been the first to recognise as demanding consideration. Our aim has been to place the teaching and research activities of the University on a more satisfactory basis; and we agreed on one thing, namely, that it was unfair to the teachers of the University that the present uncertainty regarding the tenure of their appointments should continue. We were also unitedly of opinion that the activities of the University which it was essential to maintain, could not be carried on except through an expenditure which would involve an increase of resources. This may seem to some a

startling and unwelcome conclusion, but I may point out that, in recent years, accounts have been balanced only through considerable trenching upon a temporary University reserve which is now almost completely exhausted, or will be exhausted at the end of the present financial year. After that the current income of the University will not be able to meet the expenditure.

Is the solution then to be the cutting down of our expenditure? I can only say that this seems to me impossible to any appreciable extent unless the activities of the University are to be very seriously hampered, and I think all the members of the committee would agree with me. The necessity for economy was never far from the mind of any one of us, but we were also of opinion that efficiency is of even greater importance and that, if due regard is to be had to this, involving fairness of treatment to the members of our staff, and if we are to be properly appreciative of the traditions and present opportunities of our University, the total expenditure cannot be diminished and may even have to be slightly increased. I think I am right in saying that this is the main trend of our Report. I am aware that the University is taking a heavy responsibility in suggesting this further inroad upon the resources which are available for the educational needs of the Province, and if I thought that the suggestion arose

from a disregard of other educational necessities or was made with a view to perpetuating inefficiency and extravagance or even in order to maintain the *status quo* simply for the sake of maintaining it, I personally would have nothing to do with advocating this generosity. I do not pretend that all is well in every respect with the Post-Graduate Department—it is not in any human institution to claim perfection—neither do I deny that, in many respects and in certain directions, there is room for alteration and improvement and economy. But I think that, taking a view of the whole situation, there is abundant justification even for increased expenditure should that be found to be necessary, and I appeal to the Local Government for a generous treatment of the needs of the University, should that be found to be possible—and I think it is possible—without undue sacrifice of other educational interests.

In this Province, in the thoughts of the people, the University is regarded as standing at the summit and as forming an integral part of the whole educational system, and its welfare is regarded as affecting the welfare of the whole. In illustration of this, I may mention that, within the last few days, the sum of Rs. 10,000 has been offered *to the University* for the improvement of primary education in the villages of Bengal, the whole sum to be expended within the next two years, and that this

gift has been accepted by the Syndicate," with a grateful recognition of the confidence indicated.

We have in this University a heritage which we cannot afford to despise or neglect or even maintain in a state of merely partial efficiency. Especially is it necessary in these critical days that the resources of the country should be liberally devoted to the training of the future leaders of the country so that they may be sent out properly equipped for the difficult life they will have to live. Would it be considered out of place in this connection to repeat the suggestion made elsewhere that the Government of India might recognise that some of the achievements of this University are of national and imperial importance and deserve corresponding support and encouragement? Even in these days of the equalising of the rights of all the provinces, there might be still some sentimental as well as practical regard for the first-born amongst the Indian Universities. Is it too much to throw out the hint that more amongst the great merchants both Indian and European whose firms owe so very much to the loyal service in their offices of the humbler alumni of our Colleges might turn from superficial criticism to positive assistance of our education and make substantial contributions to educational funds which would enable us to elevate the whole standard of that training about which in their lighter moods

they sometimes make merry but upon which the prosperity of their business so essentially depends? It would indeed be a profitable investment, for it would yield a return of good-will towards those who at present so largely control the industrial development of the country, and would do much to remove the bitter spirit of envy and constant talk of exploitation which are so prevalent in regard to those whose own energy and capacity and perseverance have led in so many cases to such amazingly profitable results.

In respect of finance generally it may be said that this University is, as in so many other countries, on the horns of a dilemma. If it is to depend upon internal resources, *i.e.*, upon fee income, it can do so only by increasing the number of the students, which means lowering its standards and so exposing itself to the criticism of academic worthlessness. If it is to keep its standards high, it must limit the number of its students, diminish its income and find itself a pauper unless, as, again, every other University in the world does, it is to draw more largely upon external assistance, either in the shape of Government grants or private benefactions.

I turn from these mundane but necessary considerations to offer the congratulations of the University to you who, to-day, are receiving your degrees. It is a great event in your lives, and you

are now proceeding to higher studies in which you will be still more closely associated with the University, or you are going out into the world to occupy responsible positions and, in many cases, to become leaders amongst your fellow countrymen. I offer you the sincere good wishes of the University for your success. I trust that you will take with you some clear consciousness of what University training ought to do for you and what, I hope, it has done.

A University-trained man or woman ought to be able to exercise a balanced judgment, to extract the soul of good out of the confusions of controversy, or the truly valuable out of that which seems to be indifferent. You will usually find that beneath the vehemently expressed dogmas of opposing controversialists there are truths upon which both sides can agree. It is for the cultured men of the country to drag these confused and covered truths out into the clear light of day. Men may be divided in opinion as to the particular kind of political status they want, but they are not divided in their belief that India has peculiar traditions and aptitudes of her own. It is for the University teachers and the students guided by them, through patient study of past history and present facts, properly to appreciate that tradition and cultivate those capacities. The spinning wheel may be viewed by different people with varying

degrees of practical respect, but there would probably be unanimity in regard to the idea symbolised by it, *viz.*, that, in the inevitable development of industrialism, India should be saved as much as possible from some of the terrible accompaniments of the first beginnings of industrialism in the West and should discover some method of uniting the expansion of industry with increasing care for the welfare and individuality of the worker. Is it necessary for the prosperity of the people that so frequently as in the West, the fair countryside should be darkened by the smoke of multitudinous factory chimneys, that people should leave the open country for the crowded city streets where they jostle one another for a livelihood and have hardly room to breathe? It is for the University-trained men to put positive meaning into the demands of the people, to see that the national unity which is so passionately desired is no empty shell but an opportunity for faithful service of the commonwealth, leading to a removal of the spirit of indifference which separates class from class and a growing consciousness that the health and economic and spiritual prosperity of the people are the concern first of all of those who have had the special preparation for life which a University can give. The destinies of India can best be accomplished by the increase of her own internal strength. The development of a people comes from

within and not from without, and it is for you students and graduates of the University to guide that development in the years that are to come.

Education by lessening illiteracy and in connection with the present enthusiasm for the education of women is bringing everywhere new forces into being, and it is for you to guide these forces into the service of a better organised society. The University ought to take the lead in the regrouping of natural and historical groups, so that they may cease to be mutually antagonistic, and may be serviceable to higher ends. It is for you, graduates of the University, to take the lead in this regrouping and reorganisations, and the best wish that we can wish for you is that you may be conscious of your high calling and great opportunities, and zealously endeavour to be faithful to that spirit of enlightenment and sympathy and good-will which your University, by its essential nature, is pledged to cultivate. The late Swami Vivekananda said once: "My whole ambition is to set in motion a machinery which will bring noble ideas to the door of every one." If the University has brought to you any noble ideas, it will have fulfilled its task, and if you open the doors of your minds to these ideas, communicate them to others and live by them, you will not fail in that future of great promise which lies before you.

The 8th February, 1930

The Right Hon'ble Sir Francis Stanley Jackson,
P.C., G.C.I.E.,
Chancellor.

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

A pleasant episode in the discharge of my public duties is to preside as Chancellor of this University over its annual Convocation and to hear from the Vice-Chancellor the reports of steady progress made year by year. This occasion gives me the opportunity of meeting both those who have devoted their lives to the sacred task of the advancement of knowledge and its propagation, and those who have finished the first part of their education and stand expectant at the portals of active life.

I thank you for your welcome and assure you that I fully appreciate the honour which, being the Chancellor of this University, confers on me and the responsibility it entails. It is my desire to do everything I can to forward its interest and to secure its progress.

I listened with great pleasure to the Vice-Chancellor's speech and the excellent advice he addressed to those who have just taken their degrees, and I

would ask them to accept my congratulations upon their success and my sincere good wishes for their future.

I should like to remind you of a truth, which your own later experience may enforce, that the most important subjects are not included in the curriculum and the most significant lessons are learnt outside the class room. Your education will not have been to your best advantage, if you have not learnt from the world outside as well as from books, if beyond history or mathematics you have not gained some knowledge of the secrets of self-reliance and the art of living in a community. National prosperity depends amongst other things on a sound political system, a strong bond of unity and fellowship, a social order that provides fair opportunities for all and industrial and agricultural development. But the true greatness of a nation comes mainly through the character of its citizens. I trust you will take away from these precincts, as you leave them as students, not only that store of learning which you have gathered by your industry, but also high ideals and resolves and a happy recollection of the days you have spent here.

To the Universities, India must look for leaders —political, social and industrial,—and the task of direction demands, with a pre-eminence in knowledge, a pre-eminence in character.

It is often said that the future must settle its own problems and we are apt to wonder what the members of the rising generation will do. What they will do depends upon what they are, and that largely depends upon what we of the older generation make them. In some respects we recognise our responsibility. We lavish our resources on educational work with considerable freedom, yet we sometimes seem to be more concerned with the machinery of education than with its main purpose of shaping character. But the whole responsibility cannot be cast upon educational establishments. The effectiveness of home influence in building sound character is one of the greatest needs to-day not only in India, but throughout the world and parents cannot delegate such tasks to others which are so essentially their own.

The function of a University in the State is a large and important one. It involves the provision of opportunities for, and the encouragement of, research and higher scholarship. I was glad to hear from the Vice-Chancellor of the remarkable achievements of Calcutta scholars in these fields and of the reputation they have won by their contributions to different branches of learning. It involves also the duty of training the minds and drawing out the intellectual faculties of the thousands of students under its charge and of equipping them for their several

avocations and professions, so that they may readily find for themselves a place in the social order. But more than all else, it involves the forming of the characters of those who by virtue of their opportunities and qualifications should aspire to be the leaders of the community.

I agree with the Vice-Chancellor that these noble and important tasks cannot be properly fulfilled by a University, unless equipped with liberal resources in men and money. In the past, this University has attracted the generosity of wealthy and discriminating benefactors. We all regret and deplore the recent loss of two such benefactors by the death of Maharajadhiraja Sir Rameshwar Singh, of Durbhanga, and Maharaja Sir Manindra Chandra Nandy, of Cossimbazar, and I join with you in your expression of sympathy for their families. But in Bengal, where this University is an object of just pride and affection, there must be many others who have the means to minister to its needs and enable it to extend its claim to the gratitude of its alumni and the province they serve.

The appeal made by the Vice-Chancellor for a generous provision for the needs of the University deserves full and sympathetic consideration. As is well known, the Government of Bengal dispose of a revenue, most of the items of which are inelastic and which, in relation to the population, is inade-

quate to the actual and growing needs of the province. Our resources are comparatively small : they are incapable of large or ready expansion, but from them we have to assume the responsibility for assisting two Universities, a number of high schools greater than those of any other four provinces together, and nearly 60,000 primary schools. As a result of social and economic conditions, higher education has developed in Bengal more rapidly than primary education and established itself more securely, and it has naturally absorbed a large share of the funds available for education. The interim report of the Committee of the Statutory Commission on educational progress points out that while in Madras, of the total educational expenditure in 1927, only 9·7 per cent. was spent on Universities and colleges, 19·8 on secondary education and 37·7 on primary education, and in Bombay 10·1 on higher education, 19·9 on secondary schools and no less than 52 per cent. on primary schools, the corresponding figures for Bengal were 22·2, 32·3 and 17 per cent. More than half the available money was devoted to mass education in Bombay, while in Bengal we spent more than a fifth on Colleges and Universities and only about a sixth on primary schools. It is true that a large part of the expenditure was met from fees, but this applies equally to primary and higher institutions in this province. In 1929, a little over

25 per cent. of the expenditure of Government on education was spent on Universities and colleges and only 17 per cent. on primary education.

I do not cite these figures and make these comparisons to suggest that the financial administration of the University is extravagant or that the expenditure on higher education should be reduced. We have heard from the Vice-Chancellor's Report that a competent and industrious Committee has lately investigated the organisation and staffing of the Departments of higher study in the University; and I am sure that they have made their recommendations with due regard to economy consistent with efficiency. But these figures do show that in Bengal we are spending far too little on the education of the masses and that the need of primary education for money presents an incontestable claim. The uplift of the masses is vital to the well-being and development of the country and should be a matter of the deepest interest not only to Government but also to all those who by their education should take an enlightened and liberal view of public affairs.

At the same time, as your Chancellor, I am anxious that the quality of the training imparted by the University should not suffer from lack of funds. Government have to compare and balance the claims of different grades and branches of education; but they will always be responsive to the just demands

of an efficient system of higher education. In putting forward our claim to Government, I would suggest that the University will be well advised to go further than present a mere statement that money is required, and to indicate as clearly as possible the activities for which money is required with an explanation of the importance of the claim that each of these activities will have on Government's funds. My experience leads me to believe that this is necessary to compete successfully with the other demands on Government's resources. I would again express the hope that as in the past, the munificence of public-spirited individuals will come to the assistance of an Institution of such national importance and usefulness. The Vice-Chancellor has pointed out that any attempt to increase the income from fees by the admission of large numbers of students must involve a disastrous lowering of standards and with this view I think there is general agreement. But I should like to suggest for your consideration whether it may not be possible to achieve the same result by raising the rate of fees in the Post-Graduate Department. It is right that elementary education should be cheap so as to be available to all, however poor, but a University education, especially a post-graduate course, cannot be a cheap commodity and those who enjoy it may fairly be asked to contribute a reasonable proportion of its cost.

There is another matter to which I should like to refer once again, namely, the problem of what is termed 'middle-class unemployment.' Every year it becomes more acute and affects large numbers, but any effective solution still seems far distant. The Universities in India must be concerned at this difficult problem. A system of higher education cannot justify itself if it takes no account of the social and economic structure of the country for whose benefit it exists, or of what is to become of those whom it has educated. It must be a mistake when the whole atmosphere of a high school is one of preparation for the University. It might be better if there was some discriminatory diversion of boys obviously unfitted for higher work of University life to careers better suited to their capacity.

This is evidently a problem that asks for your most serious consideration. It has been suggested that the establishment of a University Employment Bureau, while it cannot provide a radical cure, may yet mitigate the extent of the evil.

Last year I referred to the importance of the University obtaining a suitable University playing field. I understand a search was made for a pitch on the Maidan, but one is not available. I suggest that such a place would not be suitable. The University should have a ground of its own which it can enclose. I should like to see this accomplished

before I relinquish my position as Chancellor and I should be ready to give all the assistance I can to any scheme which is put up.

The educational difficulties that face us in Bengal are neither few nor simple. The lack of money, the backwardness of women's education, the wastage in primary schools, the scarcity of trained teachers, the low standards and inadequate equipment of many institutions of all grades, the absence of any considered and wide system of vocational training, the obstacles in the way of fostering a spirit of friendly activity and corporate fellowship in schools and colleges—these are only some of the more important. But there is no need to despair; a clear appreciation of the nature and magnitude of our difficulties must be an incentive to worry out a solution. We have not inherited perfect institutions or ancient traditions, we have had to create them and fashion them suited to the genius of the country. We must not be daunted by our difficulties: let us take pride in surmounting them. But it will need our wisest thought and by learning even from failures we must ruthlessly discard whatever is ineffective or inferior. It will need courage, patience and goodwill, but these will be forthcoming with a determination to consider only the welfare of Bengal and the ability of its educational system to give the best possible to the people.

(Special Convocation)

The 5th August, 1930.

Sir Hugh Lansdown Stephenson, K.C.I.E., C.S.I.,
Chancellor.

LADIES AND GENTLEMEN,

This is the second occasion on which I have as Chancellor presided at your Convocation and on both occasions it has been my pleasant task to express on your behalf our sense of the valuable services rendered to the University by the retiring Vice-Chancellor by conferring on him at your request the Degree of Doctor of Law in accordance with the provisions of the Act, which enable the University to bestow this signal mark of honour on those who by reason of eminent position and attainments are deemed fit and proper persons to receive such degrees.

It is unnecessary for me in Calcutta to dilate upon the great services to education generally that Dr. Urquhart has rendered. He is one of a long chain of devoted Scotsmen who for over a century have earned the gratitude of thousands in this country to whom they have brought the lamp of learning and he has proved himself a worthy member of

that company that contains such great names as Dr. Miller and Dr. Duff. It was in the Duff College that Dr. Urquhart started 27 years ago as Professor of Philosophy, but my personal acquaintance with his work has been in the Scottish Churches College of which he is now Principal and which is I understand henceforth to be known as the Scottish Church College, in recognition of the happy union of the two great Churches in his home country. But to-day it is his work in the University that is mostly in our minds. He has been a Member of the Syndicate for the last 14 years and has devoted ungrudgingly his time and energies to the service of the University. He has assisted in the work of most of the important Committees of the Senate or Syndicate during a transition period that has been full of anxieties for the University, and he has served also as Dean of the Faculty of Arts. I think perhaps his successors will regard his work for the re-organisation of the University as being his most signal service. He took a leading part in the Re-organisation Committee of 1925 which held no less than 80 meetings; he was then one of a small minority which was unable to subscribe to some of the main recommendations of that Committee. But time has justified him and in the recent Re-organisation Committee, I understand, he has succeeded in convincing the University of the wisdom of much

that he stood for in 1925, and it has fallen to him as Vice-Chancellor to prepare the way for the carrying out of these recommendations.

But we cannot be content merely to recite Dr. Urquhart's qualifications as an educationalist. It is largely because of our admiration for his qualities as a man that we are moved to confer this honour upon him. When last year as Chancellor of the Patna University, with the consciousness at a very difficult time in front of our students, I was looking for some one to address the Convocation who could appreciate their difficulties, have sympathy with their aspirations and teach them the true meaning of the highest education as applied to modern life, my choice fell at once on Dr. Urquhart. His sympathy and insight are recognised by all and there is no danger that the independence of his views will ever be misunderstood. He has taken charge of the principalship of his College and he has been Vice-Chancellor at a time which is full of anxiety to all who have the true interests of education at heart; he has met with disappointments that must have pained him deeply but he has still the reward of his devoted labours in the fixed knowledge that he has won the unwavering love and respect of his students and his colleagues. I wish as Chancellor to thank you, Dr. Urquhart, for your unselfish and unsparing labour

on behalf of the University. I trust that you may long be spared to help us with your experience and mature wisdom. In the name of the University of Calcutta also I congratulate you on the well-merited distinction which it is now my duty to confer upon you.

The 28th February, 1931.

Dr. Hassan Suhrawardy, O.B.E., M.D., F.R.C.S.I., D.P.H.,
Vice-Chancellor.

YOUR EXCELLENCY, FELLOW-GRADUATES, HON'BLE LADY JACKSON, LADIES AND GENTLEMEN,

It is my pleasant duty to-day to address the Fellows and Graduates of the University and I am deeply sensible of this honour and privilege handed down to me by my distinguished predecessors. At one time the University of Calcutta, the first to function in India and now the mother of so many Universities in this great sub-continent, embraced within its territorial jurisdiction colleges in cities as widely apart as Lahore, Delhi, Agra, Lucknow, Allahabad, Nagpur, Dacca, Patna, Colombo and Rangoon,—cities each of which now claims a University of its own. But though the creation of new Universities has diminished the extent of our territorial jurisdiction, the intensity and complexity of the educational problems confronting the University of Calcutta have increased with the march of time. Even to-day we have 54 affiliated Colleges under its jurisdiction in different parts of the provinces of Bengal and Assam with a total student population

of about 25,000. On the rolls of the University itself, in its Post-Graduate Departments of Arts and Science and in the Department of Law, we have more than 3,000 and in Calcutta alone there are more than 15,000 students in our affiliated Colleges.

I am deeply sensible of the responsibilities to which I have been summoned by Your Excellency and fully realise that it is not a light task to maintain the high traditions of the office of the Vice-Chancellor of the greatest centre of learning in the East—an office which had taxed to the utmost the energies and resourcefulness of intellectual giants like Sir Gooroodass Banerjee and Sir Asutosh Mookerjee.

آسمان بار امانت نتوانست کشید
قرعهٔ فال به نام من دیوانه زدند

" Heavens could not bear the burden of the great trust
imposed upon them,
The die of destiny was cast in the name of me..."

Following the practice of my predecessors I shall briefly review the activities of the University during the past twelve months. Before I dwell on the progress of the academic work of our University, it is my duty to recall to memory the members of the Senate who have departed from our midst since we last met in Convocation.

Obituary.

John Langford James was one of our distinguished Fellows and an active member of the Faculty of Law and of the Governing Body of the Law College. He was a fearless critic, a brilliant advocate and a fine gentleman, and his death in harness while actually engaged in a very complicated case came with tragic suddenness.

By the death of Lt.-Col. D. C. Phillott, Oriental Scholarship has sustained an irreparable loss. Dr. Phillott was appointed a Fellow in 1907 and he served this University as President of the Board of Studies in Arabic, Persian and Urdu, as a member of the Syndicate and in various other capacities. In 1912 the Honorary Degree of Doctor of Philosophy was conferred upon him by reason of his eminent position and attainments. His services to the cause of education in this country and particularly to Islamic Culture will always be held in grateful remembrance by the people of Bengal.

Rai Bahadur Chunilal Bose, C.I.E., I.S.O., was a Fellow of this University of more than 30 years' standing and a man of varied interests in life. He was for a long time a prominent member of the teaching staff of the Medical College of Bengal and after retirement from Government service filled the office of Sheriff of Calcutta with distinction and

devoted his leisure and resources to the advancement of education in general.

Dr. M. N. Banerjee, C.I.E., a distinguished physician of this city and one of the founders of the Carmichael Medical College—the first non-official Medical College in India—was its first Principal. As a member of the Imperial Legislative Council, as a Fellow and Syndic of this University and in many other ways he made his influence felt in directing medical education in Bengal.

Mr. Matloob Ahmad Khan Choudhury was an educationist of ability and experience and rendered useful service as an Inspector of Schools and as a Fellow of the University.

Lastly, we have to mourn the death of Mr. Srishchandra Chaudhuri, one of our oldest Honorary Fellows, who was for many years actively associated with the work of the University as a member of the Senate and as a member of the Faculty of Law and of the Faculty of Arts.

Honorary Degrees.

Turning now to the academic activities of the University, I rejoice to think that at the commencement of my term of office I have been able to arrange for the conferment of Honorary Degrees on three distinguished members of the Senate each preeminent in his respective sphere of activities.

Sir Rajendranath Mookerjee, K.C.I.E., K.C.V.O., occupies a unique and unrivalled position in the world of commerce and industries. He is a man of great courage, integrity and character, and his many-sided activities are too well-known to require a repetition. Inspite of the heavy demand on his time and energy he has always cheerfully served the cause of education. He has been President of the Indian Science Congress, President of the Asiatic Society of Bengal and the Dean of the Faculty of Engineering.

It is only in the fitness of things that on this outstanding son of Bengal the University should confer *Causa Honoris*, the degree of D.Sc in Engineering.

We have conferred the Degree of Doctor of Literature on Principal Herambachandra Maitra, who has been closely associated with this University for many years and has during the last half a century endeared his name to generations of students. He has inspired them by his lofty ideals and profound learning which have found response and appreciation in academic circles in Europe and America. He has helped in the establishment and administration of one of the biggest and best colleges in Bengal.

Dr. Charles Albert Bentley, C.I.E., has been for fifteen years the head of the Department of Public Health in this province. He has been a wise,

capable and a courageous administrator. His researches on Hook-worm disease, Kala-azar, Black-water fever and Malaria have won for him a well-deserved recognition in the scientific world, and by his wide sympathies for the aspirations of the children of the soil, he has carved out an affectionate corner for himself in the hearts of my countrymen. I regret very much that he had to leave India last week to take up his duties as Professor of Hygiene in the University of Cairo and the degree of M.D. could not therefore be personally conferred on him to-day.

I cannot pass without mentioning with pleasure that in July last the University conferred on my distinguished predecessor, Rev. Dr. Urquhart, the honorary degree of Doctor of Law in appreciation of his services as Vice-Chancellor and as a veteran educationist. To-day in this Convocation I offer him my sincere felicitations and the wish that he will continue his activities in the sphere of education in Bengal for many a long year to come.

Our Teachers.

It is a source of great gratification to me that during the year under review and during my term of office some of the members of the University have won striking distinctions in the intellectual world.

On Sir C. V. Raman, our Palit Professor of Physics, has been conferred the Honorary Degree of LL.D. by the University of Glasgow. Your Excellency has just now performed the pleasant function of presenting the Hughes Medal, the award of the Royal Society to him. He stands to-day as one of the most brilliant Scientists of the world and he has added his name to the vocabulary of Science. I rejoice to think that the most notable of the honours, the Nobel Prize, has also been won by Sir Venkata Raman and that our University Professor is the first recipient in Science of the Nobel Prize in Asia.

Another noteworthy event is the selection of the King George V Professor of Philosophy of our University—Dr. Radhakrishnan by the Oxford University to deliver the Hibbert Lectures and also as a representative of India on the Committee of Intellectual Co-operation of the League of Nations.

To name only a few amongst the earnest workers of the University who, I feel, are destined to achieve great recognition and distinction at no distant a date, may be mentioned Prof. Debendramohan Bose, Ghose Professor of Physics, Prof. Phanindranath Ghose, Ghose Professor of Applied Physics, Prof. Praphullachandra Mitter, Ghose Professor of Chemistry, Prof. Jnanendranath Mukherjee, Guruprasad Singh Professor of Chemistry, Prof. Hemendrakumar Sen, Ghose Professor

of Applied Chemistry, Prof. Sisirkumar Mitra, Guruprasad Singh Professor of Physics.

I feel the School of Mathematics under the able guidance of our Hardinge Professor, Dr. Ganesh Prasad, and the splendid work done by the Calcutta Mathematical Society will influence the future educational progress of the whole of India.

Our Minto Professor of Economics Dr. Pramathanath Banerjea has built up a reputation and influence known far beyond Bengal and I look forward to the day when under his able leadership our School of Economics will become a Cambridge under Marshall

Dr. Basantakumar Das, our University Professor of Zoology, has been awarded by the Imperial College of Science the Huxley Gold Medal and the Huxley Memorial Prize in books and a valuable research microscope.

The year under review has been replete with original works done by our Professors and Lecturers in different departments of this University and for lack of time and space I have been obliged to relegate the statement of their very important contributions to the domain of scholarship and learning to an Appendix.

These builders of scientific thoughts and leaders of enthusiastic bands of workers deserve our sincere thanks.

Distinguished Visitors

During the period of my incumbency it has also been my privilege to welcome visitors of international reputation in this University. Sir Arthur Salter delivered a lecture on India and the League of Nations, Dr. A. D. Lindsay, the Master of Balliol, gave a course of lectures on the History of Socrates and Plato's Idea of God, Dr. J. C. Webb, Professor of Philosophy of the Christian Religion in the University of Oxford, as our Nirmalendu Ghosh Lecturer, enlightened us with a course of lectures on Contribution of Christianity to Ethics, Dr. P. H. Winfield, University Professor of Law in Cambridge, delivered a valuable series of Tagore Law Lectures on the Province of the Law of Torts.

I take this opportunity to recognise with gratitude the public spirit of those of our countrymen who have made endowments to the University during the last year, amongst whom is an anonymous donor who made over to us Rs. 10,000 to promote Primary Education in villages in Bengal.

This hardly forms part of University education as hitherto understood but a committee has indicated how the gift may be accepted and profitably used.

UNIVERSITY REORGANISATION.

The outstanding event of the year has been the completion of the labours of the University Organisation Committee.

The Committee held as many as 77 sittings and their Report was discussed by the Senate for 11 days and was ultimately adopted with some modifications. The Report of the Committee, as it has finally emerged from the Senate, is the result of long and anxious thought and it is to be hoped that this might help to place the Post-Graduate activities of the University on a sure and solid foundation. The success of the scheme outlined in the Report depends no doubt largely upon the amount of the subventions we are able to obtain from Government, and I earnestly appeal to Government to assist the University in every way. We recognise the difficulties of Government in these days of financial stringency but we claim that having regard to our commitments and to the magnitude and importance of the task to which we have set our hands, we have made out an unanswerable case for State support.

By years of patient effort we have succeeded in building up a Post-Graduate Department both in Arts and Science of which we may be legitimately proud. We recognise there are many defects and shortcomings. We recognise also that there is

much ground still left which we have not been able to cover mainly from want of funds. We have endeavoured from our point of view to put forward our suggestions and recommendations as to the lines on which the University may be re-organised. What we ask for and, I feel sure, shall not be denied, is active and friendly sympathy on the part of Government.

OUR FINANCIAL POSITION.

The quinquennial financial settlement of the University with the Government of Bengal came to an end on the 31st May, 1930. During the past quinquennium the Government of Bengal sanctioned an annual grant of 2 lacs 43 thousand rupees and accepted a contingent liability of 57,000 rupees. In sanctioning the grant Government promised to consider the matter further at the end of that period and it anticipated that "with the experience of five years it should be possible to arrive at a more accurate and definite figure of the recurring grant." I need hardly add that this grant was sanctioned only for the Post-Graduate Department and was in addition to the grant of Rs. 1,28,000, which the University has been receiving from Government for many years past. On the 21st of July, 1930, this University made an application to the Government of Bengal on the basis of recommendations of the

Committee as adopted by the Senate. The Senate therein asked for an annual recurring grant of 6 lacs 66 thousand rupees for the different departments of the University including the Post-Graduate Departments of Arts and Science. The University also asked for non-recurring grants to meet various liabilities, one of the most important of them being the payment of compensation to those teachers whose services the University will not be in a position to continue as a result of retrenchment proposed in the scheme of re-organisation. The matter is under consideration of the Government of Bengal, and we trust that with the powerful assistance of Your Excellency as the Chancellor of this University, we shall be able to persuade you as the Governor of the Province and also the Hon'ble Minister for Education, to stabilise the finances of this University. The main income of the University is derived from the receipt of tuition and examination fees from students which must necessarily be of an uncertain and fluctuating character specially in an abnormal year like this. The consequences of the present uncertain financial position of the University on the teaching staff of the Post-Graduate Departments can be better imagined than described. Men who have rendered loyal and devoted service to the University for years past are being tossed up on the wave of uncertainty pending a final financial adjustment between the University and Government.

Last year the Senate was obliged to renew the appointments of the vast majority of the members of our teaching staff for five months only, *i.e.*, up to the 31st May, 1931. Three months only are left of this period and one can easily appreciate and sympathise with the dread of uncertainty of the future of our teachers. I once again express the hope that a satisfactory financial arrangement will be arrived at between the University and Government without delay, on which alone depends the very continued existence of the teaching departments of the University. I further express the hope that the grant sanctioned by Government will be secured by a statutory enactment as has been done in the case of the Dacca University and the matter set at rest for ever.

I feel I must also refer to the financial difficulties of the private colleges in Bengal affiliated to this University. The usual annual recurring grant of Rs. 1,29,000 made by the Government of India and assigned to the Government of Bengal has been suspended this year. A representation has been made to Government by the Senate on behalf of the Colleges and we trust that the matter will be sympathetically considered by Your Excellency's Government.

While making our insistent demand on the Exchequer of the Province I desire to assure Government and the public of Bengal, that University has

had full appreciation of the abnormal circumstances through which the country has been passing and we have restrained our expenditure even on such important items as Library, the research equipment and working expenses of the Post-Graduate Departments of Arts and Science, Buildings, the University Press, as also in connection with the general administration of the University.

During the year under review academic atmosphere has been unfortunately ruffled on many an occasion by political breezes, and the unhappy incidents of the 9th September, 1930, for a time threatened to rouse angry passions and bitter feelings, but thanks to His Excellency the Chancellor for whose kind intervention and influential support, the happy termination of what looked to be a very serious trouble materialised and a way of friendly co-operation between the Police and the University chalked out for the future.

SOME URGENT PROBLEMS.

I shall now turn to some of the urgent problems which ought to engage the most anxious consideration of all persons interested in the welfare of this University.

As a medical man I must first refer to the question of *health and welfare of our students.*

Our Students' Welfare Committee have up to date examined roughly about 20,000 students in different Colleges in Calcutta, and I notice with considerable concern that 40 per cent. of the College students suffer from malnutrition. I find to my great sorrow that Muslim students stand first in the list, and our Bengali students, Hindus and Muslims alike, have inferior ponderal indices not only to the European boys but also to the Asiatics such as Chinese, Japanese and the Anamese students. The Committee have also found that out of every 10 students examined only 3 are perfectly fit and healthy for their age; 6 are on a definitely infirm plane of health and strength either from some disability or some failure of development, and the remaining one is quite incapable of undergoing more than a very moderate degree of physical exertion. Causes of this deplorable state of affairs have been set forth as negligence and ignorance of elementary laws of health, unbalanced diet and want of systematic physical training. No University can flourish if the bulk of students is in such a bad state of health. The activities of our Students' Welfare Committee have been confined only to the limits of Calcutta and we have thus only been able to touch the bare fringe of the problem. We have not been able to examine the students in our affiliated Colleges outside Calcutta, nor the boys and girls in over 1,100 schools within our jurisdiction

although the most important work of prevention and cure should be undertaken during the school-going age of our students. In 1921 I brought prominently to the notice of the late Sir Surendranath Banerjea the urgent necessity of the active co-operation of the Departments of Public Health and Education in the solution of this important problem. Financial stringency stood in the way. I feel if these departments are to function as nation-building departments, everything else must give way to the overriding demands of such an important national problem.

Another important health and welfare problem for the University *students* is the question of their *residence*. Most of our students come from the rural areas where they at any rate get sufficient amount of fresh air, fresh vegetables, milk and fish. In the metropolis living is very dear and they can barely manage to just subsist on the money that they get from their parents or guardians. The places of residence of students, even those that are known as attached lodgings and messes are appallingly bad, unhealthy, congested and over-crowded. Hard work and poor food and unhealthy environments soon make a heavy incursion into their slender reserves with disastrous results. I appeal to the representatives of the people on our Legislative Council and other public bodies to obtain large sums of money for the establishment of welfare work for

our students and for providing sufficient hostel accommodation for those especially living in Calcutta.

New Graduates.

Fellow-graduates, it gives me very great pleasure to offer my congratulations and felicitations to you. Some of you have to-day marked the last milestone in your academic life. Your countrymen and country-women do look forward to you to build up a solid economic structure for them, and you will have to educate them and to uplift them from poverty to competence. You will have to organise society and eradicate social evils. On you will devolve the duty and responsibility of maintaining discipline in life, and your *alma mater*, who has given you her best and choicest gifts, will demand of you filial piety, devotion to duty and love of country.

The Problem of Unemployment.

I must, however, admit that these high ideals cannot be attained without peace of mind and contentment which you can in most cases attain only if you have a fairly remunerative vocation to pursue. The discontent and trouble of which we hear so much is largely due to unemployment of the educated classes. The pursuit of knowledge for the sake of knowledge alone, is the luxury of the well-to-do

classes and the rich. Over 90 per cent. of our graduates take degrees and diplomas for the sake of their wage-earning value. I can well understand the disappointment of many of our young men when after 14 years or more of arduous work they find that the slender resources of their parents and guardians have been spent on them, without a certainty of even a small return. The man who looks after the electric lights and fans, the motor-mechanic and the man who drives the car are earning more than the average graduate.

To solve the problem of unemployment we have on the one hand to educate public opinion on the dignity of labour and of mechanical vocations of life as against the pursuit of what is called the learned professions and on the other to provide facilities for vocational education for our young men so that after receiving the necessary training they may be able to earn at least a living wage. Here again vocational education alone will not solve the problem of unemployment, because persons equipped with vocational knowledge ought also to get employment in sufficient numbers in industrial concerns and undertakings, not only run by Government, but also by private enterprise. Over-production of diploma-holders in vocational education will very soon be as great a problem as over-production of graduates in what is called cultural education has become for sometime past.

The agricultural and mining resources of India offer a field for development which will find sufficient work and bring prosperity and contentment in its wake. To have a prosperous industrial concern, whether in the mechanical, engineering, business or commerce or other branches of work or for the development of the mining and agricultural resources of our country, peace is essential. No country has progressed until there has been peace. Peace must be secured by our men in public life, and our educationists on their part should change the system of education which has resulted in these acute questions of unemployment which is causing so much misery and unrest.

The policy in the past has resulted in producing an over population of intelligentsia without providing for employment for the active minds of our population.

Vocational Guidance.

The Indian child's mind has been left unexplored. The problem which deserves our immediate attention is the practical, sympathetic and purposeful guidance of our youth. We have never thought of giving vocational guidance to our young people. We know that the average Indian child is brought up without a definite plan or purpose. We have human traits, human intelligence, human aptitudes,

abilities and peculiarities, and according to the natural, intellectual, moral and physical endowment of each person a vast reduction of vocational misfits will be possible. Organised vocational guidance in India will do a lot to guide the genius and energy of the youth.

A large percentage of persons who are mentally and constitutionally unsuited for higher education will do well to be diverted to industrial and commercial channels by starting upon a useful career while they are young enough to learn. Psycho-analysis and Experimental Psychology is a most useful modern science and by its judicious and proper application we may be able to direct the energies of our young men in the right path and thereby save them from miseries and pitfalls in their after-life.

I am convinced it will pay Government to start in the University a department for vocational guidance and an employment bureau.

Students and Politics.

Fellow-graduates, there can be no doubt that we are passing through anxious times. A heavy responsibility rests alike with the teachers and the students. It is not for me to suggest that students should keep their ears shut and eyes closed to what is going on around them. What I do maintain is that it should be the duty of all who are interested in the true welfare of students to see that their aca-

demic pursuits are not interfered with and they are not thrown off their mental equilibrium.

I do not for a moment discourage the study and discussion of principles of politics within the University, in University Unions and Students' Parliaments. I do, however, advise them not to be swept off their feet and to prematurely follow the alluring path of active politics.

It is a truism that the students of to-day will be the citizens of to-morrow. Let the foundation of true citizenship be therefore well and truly laid under the auspices of this University by efforts of well-regulated and disciplined academic life and, in my conviction, I feel I had the support of the weighty authority of no less a patriot and educationist than the great Sir Asutosh Mookerjee. Standing in this very hall in the midst of circumstances and conditions similar to those prevailing to-day, Sir Asutosh Mookerjee exhorted the young graduates assembled in a Convocation in words of wisdom which are as true to-day as when they were uttered :

" Students of this University, allow not the pursuit of your studies to be disturbed by extra-academic elements. Forget not that the normal task of the student, so long as he is a student is not to make politics, nor to be conspicuous in political life. Take it as my deepest conviction, that practical politics is the business of men, not of boys.

You have not that prudent firmness, that ripe experience, that soundness of judgment in human affairs, which is essential in politics and will be attained by you only in the battle of life in the professions and in responsible positions. Train yourselves, if you please, in Political Economy, Political Philosophy, Jurisprudence and Constitutional Law; acquire an intelligent comprehension of the great lessons of History; but delude not yourselves in your youthful enthusiasm that the complex machinery by which a state is governed may be usefully criticised and discussed without adequate training and laborious preparation. Remember further that if you affiliate yourselves with a party, you deprive yourselves of that academic freedom which is a pre-requisite to self-education and culture. Submit not, I implore you, to intellectual slavery, and abandon not your most priceless possession, to test, to doubt, to see everything with your own eyes. Take this as a solemn warning that you cannot with impunity and without serious risk to your mental health, allow your academic pursuits to be rudely disturbed by the shocks of political life. Devote yourselves, therefore, to the quiet and steady acquisition of physical, intellectual and moral habits and take to your hearts the motto—

> 'Self-reverence, self-knowledge, self-control,
> These three alone lead life to sovereign power.'

Follow the path of virtue, which knows no distinction of country or colour; be remarkable for your integrity as for your learning, and let the world see that there are amongst you—

> ' Souls tempered with fire,
> Fervent, heroic and good,
> Helpers and Friends of mankind.' "

The inspiring words of the great Vice-Chancellor leave no doubt that the acquisition of knowledge is the primary concern and the first and foremost duty of a student, and I feel that the student who by self-devotion to the cause of learning captures the citadel of knowledge and conquers the realms of Arts and Science, brings his motherland nearer the goal of Swaraj than he who deserts the temple of Saraswati and wanders into the quagmire of ignorance and follows the mirage of vain pursuits.

MUSLIM EDUCATION.

As an Indian, I should realise that the salvation of India cannot be achieved without the dissemination of knowledge and the spread of the light of learning amongst its countless millions. Therefore, the education of the Muslim population in Bengal is a matter of deep concern and a national problem of first importance. Amongst the 54 affiliated Colleges under the University of Calcutta

there are only 13·6 per cent. of Muslim students and according to the Census calculation of 1921 the percentage of literacy amongst Muslims is 5·9. Therefore it is an incontrovertible fact that if the majority of the population of Bengal is in the darkness of ignorance, it constitutes a severe handicap on the progress of intellectual and political advancement of the country.

As the first Muslim Vice-Chancellor of this University, it is my bounden duty to advance in all legitimate means the just claims of the community to which I have the honour to belong. We, Muslims of Bengal, are lagging far behind the other communities in matter of University education. I find that out of 10,304 successful candidates at the last Matriculation Examination the number of Muslim candidates who passed was 1,015. Again out of 3,396 candidates who passed the Intermediate Examinations in Arts and Science the number of successful Muslim candidates was 339. Out of 1,984 candidates who passed the B.A. and B.Sc. Examinations last year only 240 were Muslims. 267 graduates took their M.A. degrees in 1930; of these 15 only were Muslims. There were 56 Muslim graduates in Law out of a total of 509. The number of Muslims who passed the B.T. and M.B. Examinations was 14 and 10 out of the total of 77 and 156 respectively. Only one Muslim passed the examination of Bachelor of Engineering while there

was not a single Muslim in the list of successful candidates at the B.Com. and the M.Sc. Examinations.

It is clear the Muslims of Bengal have not availed themselves as yet of the increased educational facilities offered to them. We must therefore make greater efforts for the spread of education in our community.

I feel strongly that the University should do much more than what it has hitherto done in furthering Islamic studies. The department needs re-adjustment and re-organisation in order to adequately satisfy the claims of this far-famed learning.

It is also essential that the Muslim community should cheerfully come forward with donations to extend the bounds of knowledge and specially for founding scholarships and stipends for poor and deserving Muslim students.

Already I see signs of a new awakening among the young Muslims of Bengal and I call upon them to remember that Education—more education and better education—education of the most liberal character will alone weld the two great communities in India, great in their traditions, great in their culture, firm in their determination to build up a nation.

APPENDIX

A Statement of Research Work done by the Post-Graduate Professors and Lecturers since Convocation, 1930.

Name.	Research work done.
1. Prof. N. R. Sen, D.Sc., Ph.D.	1. Equations of electron theory and Dirac's wave mechanics. 2. On Kepler Problem in five-dimensional space, etc. 3. On the relativistic wave mechanical motion of a material particle. 4. On the propagation of a flame (in collaboration *with Prof. H. K. Sen).* 5. Equations of Electron theory and Dirac's wave equations, II.
2. Mr. B. B. Sen, M.Sc.	1. On the bending of thin elliptic plates with supported edge. 2. On the stresses in circular rings due to the action of isolated forces on the rims.
3. Dr. S. Datta, D.Sc.	1. The absorption spectrum of Bromine vapour and analysis of its gross structure. 2. Raman Effect in absorption.
4. Dr. B. N. Chuckerbutti, D.Sc.	Fundamental frequencies and the specific heat of tria-

Name.	Research work done.
	tomic molecules CO_2, CS_2, and N_2O.
5. Prof. D. M. Bose, M.A., B.Sc., Ph.D.	1. On a diamagnetic simple salt of Nickel.
	2. The relation between the paramagnetic properties of molecules and their chemical constitution.
	3. Influence of light absorption on the susceptibility of certain paramagnetic salts.
	4. Relation between ferromagnetism and electrical conductivity.
	5. On the paramagnetic susceptibility of certain simple and complex compounds of elements belonging to the Iron group.
6. Prof. P. N. Ghosh, M.A., Ph.D., Sc.D., F.Inst.P.	1. Dipole moment of some organic Halides.
	2. Band spectra of Copper Oxide.
	3. Band spectra of Tin Oxide.
	4. Band spectra of Antimony Oxide.
	5. Band spectra of Nitrogen in high frequency discharge.
	6. Study of high frequency discharge, Part I.
	7. Do., Part II.
	8. Raman spectra in mono-

Name.	Research work done.
	halogen derivatives of methane.
	9. Dipole moment of homologues.
	10. Vibration quantum analysis of the blue-green bands of Magnesium Oxide.
	11. Constitution of diatomic molecules, Part II.
	12. Vibration Quantum analysis of the tin oxide bands.
	13. The dielectric constant and electric moment of amines.
	14. The rotational structure of copper hydride band.
	15. The vibrational quantum analysis of antimony oxide bands.
7. Prof. P. C. Mitter, M.A., Ph.D.	1. Nitration of 2-oxy 3-methyl anthraquinone.
	2. Studies in the anthraquinone series: Synthesis of anthraquinone related to Morindin and Emodin.
	3. Munjisthin, II.
	4. Synthesis of Munjisthin.
	5. On some derivatives of 4-phenyl chroman.
	6. Studies in hetero-nuclear-anthraquinones: Synthesis of* 1-3 dihydroxy 6-methyl anthraquinone.
	7. Friedel and Crafts reaction with phenolic acids.
	8. On an Azulene from the

Name.	Research work done.
	oleo-resin of *Dioterocarpus tuberculatus*.
8. Mr. R. N. Sen, M.A., M.Sc.	1. Studies in Azomethene azo-dyes.
	2. Studies in Azo-triphenyl-carbinol dyes.
	3. The condensation of Ketones with resorcinol, Part I—condensation by addition.
	4. Condensation of Urethane, phenyl urethane and diphenyl urethane with resorcinol.
	5. Condensation of Levalinic acid with aldehydes.
	6. A new method of conversion of Coumarins to ortho-coumaric acids.
	7. Studies in Tetraphenyl-methane derivatives.
	8. The condensation of Ketones with resorcinol, Part II.
	9. Triphenylmethane dyes derived from quinoline, tetrahydroquinoline, diphenylamine and carbazole.
	10. Disalicylaldehydes and its derivatives.
	11. Studies on Reimer and Tiemann's reaction.
	12. Condensations of chloral and trichloroacetic acid with phenols.

Name.	Research work done.
	13. Condensation of benzotrichloride with phenole.
	14. 1-aldehyde-2 oxy-anthraquinone and dyes derived from it.
	15. 5 and 7-aldehydo-8-oxyquinoline and dyes derived from it.
	16. New cyclohexanone derivatives.
	17. Condensation of cyclohexanone with resorcinol and other aromatic hydroxy compounds.
	18. Tetraphenylmethane dyes, Part II.
	19. Studies on Pyronine dyes.
	20. A new synthesis of crystal violet.
	21. Dicoumarin or 6-6′,-dicoumaryl.
	22. Coumaro-r-pyrones.
	23. Di-aldehydo-phenolphthalein.
	24. Condensation of Fluorenone and Benzophenone with aromatic monohydroxy compounds.
	25. Quinoline-stibinic acids.
9. Dr. A. C. Sarkar, M.A., Ph.D.	1. Dyes derived from Fluorenone.
	2. Condensations of Furil, Furoin and Desoxyfuroin.
	3. Studies in Heterocyclic compounds, Part IV.
	4. 2-Iodo-fluorenone.

Name.	Research work done.
	5. Acenaphthenequinone derivatives.
10. Mr. P. R. Ray, M.A.	1. A note on the magnetic susceptibilities of pentavalent molybdenum compounds.
	2. Molybdato-cobaltiamines and cobaltiamine molybdates.
	3. Some new micro-chemical reactions with urotropine, ammonia and hydrazine.
	4 A note on the constitution and isomerism of thiosulphuric acid.
	5. Complex thiosulphate pentacyanic cobaltic acid and its salts.
	6. Use of hexamethylene tetramin as an analytical reagent, and the estimation and separation of aluminium, titanium, uranium, zirconium and thorium from zinc, manganese, nickel and cobalt.
	7. Complex iodates of Titanium.
11. Prof. J. N. Mukherjee, D.Sc.	Three papers dealing with the electrical charge of the colloids and their stability and with the errors arising out of the use of the calomel electrode of low concentration of hydrochloric acid.

Name.	Research work done.
12. Dr. P. Neogi, M.A., Ph.D.	1. Studies in Geometrical Inversion.
	2. Hypophosphito-Nitrites.
	3. Asymmetric Synthesis.
13. Dr. P. K. Bose, D.Sc.	1. Quinolinoquinazolones (substances belonging to this series are likely to have therapeutic properties).
	2 A new method for the detection of nitro-groups in Organic Compounds.
	3 A very delicate test for reducing sugars.
	4. Diazoamino-aminoazo transformations in hetero-cyclic series.
14. Mr. G. P. Majumdar, M.Sc., B.L.	1. On the Origin of Modulation in Selaginella and Stelar Theory.
	2. On the Origin and Nature of shoot-axis and the primary root.
15. Mr. I. Banerjee, M.Sc	*I.—Cytology in Jute.* Investigations have been carried out on the following lines:—
	1. Chromosome numbers of wild and cultivated varieties of *Jute*.
	2. Development of flower.
	3. Microsporogenesis.
	4. Pollen and Pollen tube growth.
	5. Development of Ovule and Megasporogenesis.

Name.	Research work done.
	6. Fertilization.
	II.—Cytology of *Typhonium* trilobatum is also in progress.
16. Prof. S. P. Agharkar, M.A., Ph.D., F.L.S.	1. The development of the Embryo-sac in *Carica Papaya.*
	2. Studies in the pollination and seed formation cf Water-Hyacinth.
	3. The Composition of the Bengal Flora.
	4. Some observations on a Myxomycete attacking the leaf-base of *Amorphophallus companulatus Bl.*
17. Rai Upendranath Brahmachari, Bahadur, M.A., M.D., Ph.D., F.A.S.B.	1. Studies in Kala-azar and Chemotherapy of Antimony, Part II. The treatment of Kala-azar with intramuscular injection of Sodium-N-phenylgly-cine-amide-4-stibinate.
	2. Ditto, Part III. Observations on Antimony in the spleen cells of animals infected with *Leishmania Donovani.*
	3. Ditto, Part IV. Further observations on the antimony-laden cells of spleen after intravenous injection of metallic antimony in a state of fine suspension in experimental animals.
	4. Ditto, Part V. The treat-

Name.	Research work done.
	ment of resistant cases of dermal Leishmanoid.
	5. Chemotherapy of quinoline compounds, Part I. A preliminary report on the action of certain quinoline compounds on paramoecia.
	6. Ditto. Part II. The action of certain quinoline compounds on paramoecia.
	7. Studies in quinoline compounds, Part I.
	8. Ditto, Part II. Some derivatives of 4-phenyl-2-methyl quinoline.
	9. Ditto, Part III.
	10. A contribution to the Chemistry of certain new aromatic antimonials.
	11. Synthesis of a few antimonials of therapeutic interest.
	12. Treatment of Kala-azar with intramuscular and intravenous injections of of N-phenylgly-cineamide-4-stibinate of sodium (Antimony analogue of tryparsamide).
	13. The treatment of resistant cases of dermal Leishmanoid.
	14. Observations on the haemolytic action of quinine

Name.	Research work done.
	and its salts, *invivo* in man and animals, Part I (Preliminary).
	15. Further researches in the chemotherapy of certain new quinoline compounds to find new antimalarials.
	16. A therapeutic salvarsan derivative as prepared in India, Sulpharseno-benzene. Its toxicity.
18. Mr. P. B. Sen, M.Sc.	1. Picking up of finely divided antimony particles by spleen cells (conjointly with Dr. U. N. Brahmachari).
	2. The effect of various fixing agent in dehydrated condition.
	3. An automatic device of rapid dehydration and dealcoholisation for preparing tissue by paraffin method.
19. Mr. H. C. Dasgupta, M.A., F.G.S.	1. The fossil ammonites of the productus limestone of the Salt Range.
	2. The question of the major time-divisions in Geology.
	3. The Salt Range fossil mammals and the intertrappean fossils from Madras.
	4. A study in the petrologic method of correlation.

Name.	Research work done.
20. Mr. S. L. Biswas, M.Sc.	1. Notes on the Diphenyl crystals. 2. Crystallographic notes—Gypsum, Quartz, Aragonite, Calcite, Lammonite, Seolacite, Okenite, Apophyllite and Cassiterite.
21. Mr. N. N. Chatterjee, M.Sc.	1. The rocks of Chor Peak (Simla Hills), and its neighbourhood. 2. Occurrence of Sulphur in Tertiary coals of India. 3. The method of analysis of coal as used in the Government Test House, Alipur, Calcutta, by Mr. N. Brodie—a criticism. 4. Occurrence of Sulphur in some coal specimens from Burma. 5. Action of Pyridine and Chloroform on some Indian specimens of Vitrain, Durain and Fusain from the Jharia coalfield.
22. Prof. N. Gangulee, C.I.E., B.Sc., Ph.D.	A study of the morphology of root-nodules and the mode of infection that takes place in plants.
23. Prof. B. K. Das, D.Sc.	1. Observations on the 'renal portal ' perfusion in etherised birds. 2. Malformations of the Vertebral column in a Bengal toad.

Name.	Research work done.
	3. On the Probable Coalescence of the curiously modified Cisterna magna and the lymph hearts in a common Indian Bull frog.
	4. Some salient features in the anatomy of certain common bony fishes of India. Part I. A comparative account of the blood-vascular system: The double portal circulation in the Siluroid genus Arius.
	5. On a peculiar mode of origin of the Dorsal Aorta and the associated blood-vessels in a 'snake-headed' air-breathing fish of the family, Ophiocephalidae.
	6. Report on a common cat-fish, Boal, devouring a semi-aquatic snake.
	7. On the bionomics and life-history of a less common tree-lizard of Bengal, *Gecko verticillatus*.
	8. Observations on the Presence of Ductus caroticus and Ductus Botalli (D. arteriosus) in a less common Indian lizard.
	9. Observations on the structure and mechanism of

Name.	Research work done.
	the heart of *Gecko Verticillatus*.
	10. The Anatomy of a common Indian snake, Dhamin, *Ptyas* (*Zamenis*) *mucosus*, Part I. Certain salient features in the blood-vascular system.
24. Dr. H. K. Mookerjee, D.Sc., D.I.C.	1. On the development of the vertebral column of Urodela.
	2. On the development of the vertebral column of Anura.
	3. On the evolution of the occipital condyles in the Vertebrata.
	4. On the development of the vertebral column of Lecertitia.
25. Dr. H. Ray, M.Sc., Ph.D.	Studies on Some Sporozoa in Polychaete worms.
	1. Gregarines of the genus Solenidium.
	2. *Dorisiella Scelelepidis* n.gen.n. sp.
26. Mr. D. Mukherjee, M.Sc.	1. On the respiratory system of the Cybister Larva.
	2. Report on a collection of ants in the Indian Museum, Calcutta.
	3. Description of a new ant-mimicking Spider, *Synemosyna transversa*.
27. Mr. D. P. Raychaudhuri, M.Sc.	1. Observations on the Malformations in the common

Name.	Research work done.
	Bengal Toad, *Bufo melanostictus* (Schneid).
	2. Remarks on the occurrence of the Trematodes of the Genus Paradistomus in *Calotes versicolor*.
	3. On the Anatomy of Trematodes obtained from a common Indian lizard.
	4. On the Bionomics and Morphology of the Indian tree-lizard, *Calotes versicolor*.
	5. On Experimental investigations of the effects of certain gases on air-breathing fishes (in collaboration with Prof. Das).
28. Prof. Jaygopal Banerjee, M.A.	1. A critical study of the late Poet Laureate Robert Bridges.
	2. A Thesis on the Philosophy of Shelley.
	3. Revision of 'A Study of W. B. Yeats.'
	4. Appreciation of Goethe at the invitation of Die Deutsche Akademie, Munich, in connection with the centenary celebration of Goethe in March, 1932.
	5. Life and Letters—Tendencies of Contemporary English Literature.

Name.	Research work done.
29. Mr. Mohinimohan Bhattacharyya, M.A., B.L.	Spenser—the influence of Rowei's Disorsi and Neuna's Il Neunio (Italian works) on Spenser's ideas of beauty and courtesy as revealed in his Hymns and the Fairy Queen.
30. Dr. Prabhatchandra Chakrabarti, M.A., Ph.D.	Translating the Mahābhāṣya of Patañjali with notes.
31. Prof. B. M. Barua, M.A., D.Lit.	1. Gayā and Buddha-Gayā. 2. Theory of Progress. 3. Chariyā-Piṭobar, a critical edition.
32. Prof. M. Z. Siddiqi, M.A., Ph.D.	1. The Revision of the Book on the Development of Arabian Medical Literature. 2. Lectures on the Development of Hadith Literature. 3. The Jamharatul-Ansab by Ibn-i-Hazm—critical edition.
33. Maulvi Abu Musa Ahmadul Huq	Prosody in Arabic Language.
34. Maulvi Md. Ishaque, M.A., B.Sc.	Modern Poetry of Persia.
35. Maulvi Shah Kalimur Rahman, M.A.	Khwāja Hasan of Dihli, a Persian Poet (1253-1327).
36. Mr. Priyaranjan Sen, M.A.	1. Western Influence in Bengali Literature. 2. Saw Manoel da Assumcam's Bengali Grammar in Portuguese.

Name.	Research work done.
	3. (*i*) An old Bengali MS. on Kaula-Mārga. (*ii*) Sambhuchandra: a patron of learning in the middle of the 19th century, showing a blend of Oriental and Occidental influences.
	4. (*i*) Basuli worship in Orissa. (*ii*) Western influence in Oriya Literature.
	5. The poetry of Sir William Watson.
	6. Rama Raja, the pioneer worker in Indian Architecture.
	7. Tukaram and Sri Chaitanya.
	8. Western Influence in Bengali Novel.
37. Mr. Sukumar Sen, M.A.	1. The Verb Substantive in Bengali.
	2. The Brajabuli Dialect of Bengali, and its Grammar.
	3. Brajabuli (in Bengali).
	4. The Two Epics of Aśvaghoṣa (in Bengali).
	5. The Language of the Saundarānanda of Aśvaghoṣa.
	6. The History of the Brajabuli Literature.
38. Rai Krishnachandra Bhattacharyya, Bahadur, M.A.	1. The subject as Freedom.
	2. Fact and the Thought of fact.

Name.	Research work done.
	3. Correction of error as a logical process.
39. Dr. Sarojkumar Das, M.A., Ph.D.	1. Sreegopal Basumallik Fellowship Lectures. 2. A Note on Individuality in English Absolutism.
40. Dr. Susilkumar Maitra, M.A., Ph.D.	1. Svataḥ and Parataḥ Prāmāṇya Theories of the Indian Philosophy. 2. An English Translation of the "Pramāṇachandrikā" (a work on the Logic of the Mādhva School).
41. Mahamahopadhyay Prof. Bhagabatkumar Goswami, Sastri, M.A., Ph.D.	1. Message of the Puranas 2. Saradi. 3. Vaisnava Darsana.
42. Pandit Kokileswar Sastri, M.A.	Srigopal Basumallik Fellowship Lectures mainly dealing with other cognate matters, with the much neglected Realistic side of Sankara system of Vedanta.
43. Mr. Satischandra Chatterjee, M.A.	1. Nyaya Doctrine of Perception. 2. Theories of Illusion in Indian Philosophy.
44. Pandit Panchanan Tarkabagis.	Translating Nyayamanjari of Jayanta Bhatta together with explanatory notes on a comparative basis.
45. Mr. Adharchandra Das, M.A.	A critical composition of the Philosophy of Sri Aurobindo: A paper on Auro-

Name.	Research work done.
	bindo's view on the methods of knowledge.
46. Mr. Manmathanath Banerjee, M.Sc.	1. Gynesthesia and Sensation. 2. Disparity in Binaural activity. 3. Hindu Psychology of Expiation. 4. Psychology of Secrets.
47. Mr. Haripada Maiti, M.A.	1. Psycho-analytic study of a case of obsession neurotes. 2. The problem of Discipline from the Psychological standpoint. 3. Psycho-analysis and Education. 4. The Technique of Interpretation in Psycho-analysis. 5. Psychology and Psycho-analysis. 6. Psychology and Delinquency. 7. Child Psychology and Mental Hygiene. 8. Experiments on the memorisation by the Anticipative method.
48. Mr. Mohanlal Ganguli, M.Sc.	The Visual perception of Geometrical figures in indirect vision.
49. Prof. D. R. Bhandarkar, M.A., Ph.D,	1. A list of the Inscriptions of Northern India written

Name.	Research work done.
	in Brahmi and its Derivative Scripts from about A. C. 300. 2. Revision of Asoka which embodies research work in Asokan studies. 3. Aryan Immigration into Eastern India. 4. The Antiquity of the Poona District. 5. Asokan Notes. 6. Shipping in Bombay in 1795-96.
50. Prof. Surendranath Sen, M.A., Ph.D., B.Litt.	1. Studies in Indian History. 2. Lectures on the Maratha Navy.
51. Mr. Krishnadhan Banerjee, M.A.	Muslim Polity—Study of Family Institutions.
52. Dr. Amareswar Thakur, M.A., Ph.D.	Law of Possession in ancient India.
53. Mr. Jitendranath Banerjee, M.A.	1. Iconographic text about Buddha in ages. 2. The webbed fingers of Buddha. 3. Study of the Archæological collections in the different museums of Northern India, such as Rajshahi, Sarnath, Lucknow, Taxila, Peshawar, Lahore, Delhi and Mathura. 4. The Usnisa Siraskata in early Buddha images.

Name.	Research work done.
54. Dr. Hemchandra Ray, M.A., Ph.D.	1. The Dynastic History of Northern India (Early Mediaeval Period).
	2. Notes on War and Espionage in Ancient India.
	3. A New Atlas of Indian History.
55. Dr. Stella Kramrisch, Ph.D.	1. Pala and Sena Sculpture.
	2. Gupta Sculpture.
	3. A Relief from a Kalinga railing.
	4. Origins of Indian Painting.
	5. Dekhani Schools of Painting.
	6. Classical and Mediaeval Indian Art.
	7. Mahapurusa Laksana.
	8. An Early South Indian Bronze.
	9. History of Indian Sculpture.
	10. Khajuraho.
	11. New Material to the earliest Rāga-Rāgini series.
56. Dr. Hemchandra Raychaudhuri, M.A., Ph.D.	1. A note on the Chronological Relation of Kaniska and Rudradaman.
	2. The decline of the early Gupta Empire.
	3. Mahabharata O Madhyama Vyayoga.
	4. Buddhism in Western Asia.
	5. Third edition of Political History of Ancient India incorporating the results

Name.	Research work done.
	of recent researches in the subject.
57. Rao Bahadur L. K. Anantha Krishna Iyer, B.A., L.T.	The Third Volume of the Mysore Tribes and Castes.
58. Mr. Tarakchandra Raychaudhuri, M.A.	1. The Dakshinatya Vaidika Brahmanas of Bengal—An anthropological study based on physical measurements. 2. The Khasis—an anthropological study based on physical measurements.
59. Mr. Hemchandra Das-[illegible]	On a type of sedentary game prevalent in Shahpur, the Punjab.
60. Prof. N. Gangulee, C.I.E., B.Sc., Ph.D.	1. Agricultural Economics. 2. A Pilgrimage of Indian Farming.
61. Dr. B. Ramchandra Rau, M.A., Ph.D.	1. Early Banking Institutions in Bombay, 1720-1857, and Organised Banking in the Days of John Company. 2. Salient lessons from the Foreign Banking Systems. 3. Some salient lessons from the Foreign Banking Systems and their application to India proper. 4. Japanese Banking System and its lessons for us. 5. Banks and the Money Market—April and July, 1931.

Name.	Research work done.
	6. The remonetisation of Silver, the Economic implications of falling prices and our forthcoming budgetary situation.
62. Mr. Akshaykumar Sarkar, M.A.	1. Introduction to the Study of the Indian Currency.
	2. The Antiquity of the Indian Currency System.
	3. The Position of Gold in the Indian Currency of the Hindu Period.
	4. The Weights and Coins in Ancient India.
	5. The Origin of the Indian Currency System and the Foreign Influence on it.
63. Mr. Haridas Ghosh, M.A.	Statistics of Grain Traffic on the Indian Railways and its basis of charges.
64. Dr. Harischandra Sinha, M.Sc., Ph.D.	1. Bengal Loan Offices.
	2. Co-operation in Bengal.
	3. Restriction of Raw Materials.
	4. British Trade with India
	5. Indian Purchase of British Goods.
	6. British Trade with India.
	7. Boycott Movement and its effect on Trade.
	8. The Ratio and the Finance Member.
65. Prof. Syamadas Mukherjee, M.A., Ph.D.	1. Extended Minimum Number Theorems of Cyclic and Sextactic Points on a Plane Convex Oval.

Name.	Research work done.
	2. Circles Incident on an Oval of Undefined Curvature. 3. Lower Segments of M-Curves.
66. Dr. Indubhushan Brahmachari, M.A., Ph.D.	Invariants and Co-variants.
67. Mr. Narendrakumar Majumdar, M.A.	1. An English Edition of Munjala's "Laghumanasam," with Translation, Notes and Illustrations. 2. An English Edition of Siddhanta-Sekharam of Sripati. 3. An Edition of "Sulba-Sutram." 4. A Treatise on Difference-Equations.
68. Pandit Babua Misra, Jyotishacharyya	A Sanskrit Edition of Sripati's Siddhanta-Sekharam (Part I), including Notes, Illustrations and Preface.

The 28th February, 1931.

The Right Hon'ble Sir Francis Stanley Jackson, P.C., G.C.I.E., *Chancellor.*

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

At the outset it is my pleasant duty to offer to you my sincere congratulations upon your appointment as Vice-Chancellor of this University. There can be few posts in this Presidency which carry greater responsibility and which make greater demands upon the time and efforts of the individual than that of Vice-Chancellor. In view of the important positions which you hold in other directions, I can understand the hesitation to which you have referred in your speech to undertake the additional duties of Vice-Chancellor, but having once decided to accept the responsibility, I know there is no question that you will devote yourself unselfishly and wholeheartedly to the work and I wish you all success.

You are the first member of the community to which you belong to have attained this honour. Your appointment to this high position should be an encouragement to the Muhammadans in this Presidency to remedy that backwardness in educational status which is exemplified by the figures you quoted in your speech just now. Your honourable

record, your industry and your cheerful personality should assure for you the respect of the students and your administrative experience and ability should prove of vaule in the conduct of the affairs of this University. Whilst welcoming you to the Chair, I desire to tender to your predecessor, Dr. Urquhart, my personal appreciation of the great service he rendered to this University during his two years of office. He brought to bear upon the University life an exceptional educational experience. His scholarly attainments together with a sympathetic devotion to the interests of this University appealed to all and assured him of that support which enabled him to discharge his onerous duties with success and general advantage to the University. It was fitting that his services should be recognised by the conferment upon him of the honorary degree of Doctor of Law.

I listened to your excellent and instructive speech with much interest. In it you have presented an exhaustive review of the activities of the University during the past year. I shall, as far as possible, avoid traversing the ground which you have already gone over, but there are some matters in your speech to which it is necessary for me to refer.

I should wish to associate myself with your expressions of regret and sympathy at the loss during the past year, of those eminent sons of Bengal and members of this University to which

you have referred. The decision to confer honorary degrees upon Sir Rajendranath Mookerjee, Dr. Herambachandra Maitra and Dr. Bentley will, I feel sure, be received with general satisfaction and pleasure. It is my privilege to be personally acquainted with all of them and I feel that it would have been difficult to find any in our midst whose record of service in their own particular spheres could be regarded as more deserving of the honour.

It was a source of special gratification to me to have the privilege of presenting to Sir Venkata Raman the Hughes Medal awarded for special scientific research and I should like to take this opportunity of assuring him of the great satisfaction which has been universally felt at the bestowal upon him of the unique distinction of the Nobel Prize. I desire also to offer our congratulations to Professor Radhakrishnan on his selection to deliver the Hibbert Lectures at Oxford and also on his selection as representative of India on the Committee of Intellectual Co-operation of the League of Nations.

As you have said, an outstanding event of the academic year has been the completion of the labours of the University Organisation Committee. The appointment of such a Committee had become inevitable, if only by reason of the vigorous growth of post-graduate studies and research. The scheme devised by Sir Asutosh Mookerjee has passed from

infancy to maturity and the necessity of ensuring a stable system for the future, based upon the experience of the past, had become acute. The investigations of the Committee were necessary as much for the academic welfare of the University as its economic administration. Our thanks are due to the Committee and special measure of praise must be extended to Dr. Urquhart who presided. To his energy and guidance the success attendant on the labours of this Committee is in no small measure due. I trust that the very comprehensive changes proposed in the report will make for the effective development and control of the post-graduate side of the University life. The financial implications of the report have not yet been placed before me—indeed, I understand the examination of them has not yet been completed, but it will be readily appreciated that, however desirable in themselves the proposed reforms may be, Government will no doubt consider it necessary in the present state of the Provincial finances to scrutinise with the greatest care any proposals which involve an increased demand on public revenues. It is, however, widely realised that considerable modifications are called for in the present scheme of control and organisation and I hope to see the fullest co-operation between Government and the University in seeking a solution of the present problem consistent with economy and academic efficiency.

I have naturally been watching with anxiety the conditions prevailing not only in this Presidency but throughout India during the past year. It was obvious that as a result of trade depression and civil disobedience the revenues of the Province would be seriously diminished which would involve retrenchment in all directions. As Chancellor, I realise that the prosperity of this University must re-act on the prosperity of the Presidency, and we have, all of us, reason for concern when we see the revenues being so seriously diminished.

You have referred in some detail, Mr. Vice-Chancellor, to the financial difficulties of the University. The subject is complex and not free from controversial issues, but in view of the request I have received by a Resolution of the Syndicate to receive a deputation on this subject, it would be inadvisable for me to refer at length to this question to-day. Let me say at once that I welcome the opportunity which such an occasion should afford me of hearing direct from the representatives of the University a full statement of their financial position to-day and the proposals which they may wish to make for meeting it. I shall be glad to receive a deputation on the subject in the early future.

I listened, not without some concern, to your remarks as regards the health and physical welfare of the students of the University. Your remarks, coming as they do from one who is eminently quali-

fied to speak on the subject, must command serious attention. I was particularly impressed by your condemnation of the students' places of residence which (including even some of the " approved " hostels and messes) you have characterised as " appallingly bad, unhealthy, congested and overcrowded." I must admit that I see no royal road to the eradication of the evils either of malnutrition or of bad housing to which you refer, but the question is one which the University and the Colleges cannot afford to overlook and I am sure that within the limits of their financial resources, they will give the most careful consideration to any scheme of amelioration which can be developed and put into effect under your expert guidance.

I have on a previous occasion referred to the problem of unemployment of students when they have completed their University course. I listened to the Vice-Chancellor's remarks on this subject with much interest. I fear I know nothing of the value of psycho-analytical examination, nor how far the possibilities of a scheme such as suggested by the Vice-Chancellor have been explored in India, but any process which can divert a student to that course for which he is best fitted sounds eminently attractive. I cannot help feeling that many young men waste their time struggling for examinations in subjects for which they are not suited and for professions which are already more than full. If

psycho-analysis can help to direct the footsteps of the student when his higher education is still before him, the problem of employment should be half solved. I should like to know what the possibilities are of error in the diagnosis : I shudder to think of the danger of a small error which might divert a budding Raman from his pursuit of scientific truth to the career of a conjuror or illusionist. Psycho-analysis at all events would appear to provide unsuccessful examinees with an admirable excuse for failure. However, I am told that experiments by psycho-analytical examination have to be successful in other countries.

It seems to me that the fundamental principle on which we should base our efforts to deal with this question of unemployment among our educated classes, is not so much the finding of posts for our graduates when we have trained them, but the training of our students for the world they have to live in. That is why I personally welcome the Vice-Chancellor's proposal, for his line of attack is fundamentally in the right direction and the chief question is how far it can be made to work in practice.

Tradition and routine are at once the strength and the weakness of all established Institutions : the strength, because they ensure continuity and provide the same word for the living tissue—the weakness, because the weight of the past may smother the

energies of the present and a skeleton may do duty for the quick and vivid soul. It is well, then, that we should ask from time to time questions that probe deeper than order and organisation, that lay bare the foundations and search the heart. I wish to ask one such question : what is the aim of a University at this time and in this country?

None of us can fully answer this question—certainly I cannot. But we will all, perhaps, agree that a modern University has two broad objects. The first is to safeguard and augment the legacy of knowledge, to keep it alive and alert, to save it from becoming stereotyped and formal. I do not underrate this aim, but I think it is sufficiently recognised and, indeed, it is enshrined in the very motto of this University : The Advancement of Learning. All of us must rejoice to note the indications that this motto is still an active inspiration and acclaim the broadening spirit of enquiry and research, the increasing provision of Professorships, laboratories and libraries, the important work already done, the work now in prospect.

I do feel, however, that a University has a more practical utility. Of a hundred who enter its doors, probably only one can look forward to a life to be spent in the service of pure inquiry, as pioneer in the uncharted seas and untravelled lands of knowledge. The others must find their daily work in some more conventional and less exciting business.

A University has a duty to these too, not only to give them that basis of general education which will make their principles more sound and their sympathies more generous, but to fit them in some measure for their respective avocations

The customs of this country make this task difficult. Learning has been too largely literary or philosophical and its practical implications for common life tend to be neglected. The system of mass production, the inhibitions of caste, the lure of the beaten track, these and other causes lead the great majority of University students to law, teaching or the service of the State All these are necessary and worthy professions, but they are over-crowded and offer prizes only to the few. The time has surely come for students to turn in large numbers to the vast and more sparsely occupied fields of applied science. I once heard Science described as " an entrancing pursuit of the atom and the star," it is not only that : it is a study many of the results of which can solve the problems and fulfil the needs of everyday life. Some years ago, there was a marked flow in this University towards scientific subjects, but if, this is now decreasing, it may be because enough energy and enterprise have not been forthcoming in the application of scientific knowledge. There is room yet for Engineers and Architects, for prospectors and metallurgists, for men who will use modern methods and achievements in the innumera-

ble branches of technical industry. If we are wise, our own foresight and prudence and patriotism will be as active as the pressure of economic necessity in guiding many more of the ablest students into these less crowded spheres of activity.

And now it remains for me only to congratulate those who have to-day taken their degrees. Some of you will pursue your training further in the fields of post-graduate research and study : others perhaps, most of you, to-day complete a stage of your lives, —the preparation stage—and stand on the threshold of the careers for which all that has gone before has been designed to fit you. To all I wish every success.

(Special Convocation)

The 2nd September, 1931.

The Hon'ble Mr. K. Nazimuddin, C.I.E., M.A. (Cantab.), Minister for Education, Bengal, *Chairman*.

MEMBERS OF THE SENATE AND GENTLEMEN,

It is usual for the Chancellor and, in his absence, for the Vice-Chancellor to preside on an occasion like this. But owing to the unavoidable absence of both you have asked me to perform the task. I am fully conscious of the honour and I thank you for the same.

Before I proceed further I would like to read to you the message which His Excellency the Chancellor has asked me to convey to the young men who have received their diplomas to-day :—

' As circumstances prevent both the Chancellor and the Vice-Chancellor from attending the Special Convocation on Wednesday, I should like to send through you a message of good wishes and congratulations to those students who will be admitted to their degrees. The ceremony may lack the grandeur that accompanies the annual Convocation but

to the graduates concerned it is no less a solemn occasion. In fact this Convocation has a special significance. It is being specially held now in order to enable some successful graduates to go to foreign lands in pursuit of higher studies and fresh knowledge. As Chancellor of the University I trust that during their absence from home they will never forget the great responsibility that rests on their shoulders, a responsibility which they owe to themselves, their University and their country. I wish each and every one of them a bright and successful career.'

I would like to associate myself with His Excellency the Chancellor in congratulating you upon completing your education in India and receiving the diploma from your *Alma Mater*. I hope when you are in foreign land you will remember the advice which His Excellency the Chancellor has given you to-day and you will realise that you are going abroad not only to improve your knowledge and education but also to assimilate all that is best in the culture and civilisation of other countries. Knowledge can never be confined to one country or one nation. Every nation has its own traditions but true and perfect knowledge consists in a system which unites in it all that is best in all the nations of the world. It is an accepted dictum that by co-operation and not by isolation can knowledge acquire perfection and from this standpoint a

nation's store of knowledge is weighed by the contribution it makes to the world thought.

You will find that the educational institutions of western countries have specialised in the corporate life of students and a great deal of the success of their students in the world is due to the part which the latter are called upon to take in the extra-academic activities in the University. One cannot but admit that this side of the education of a young man has not been fully developed in India. The natural inclination of Indian students who go abroad is to mix only with their own countrymen who happen to be there. I would advise you to resist this temptation as much as possible. By this I do not mean that you should shun the society of Indian students in foreign countries but you must not confine your association entirely to them. Life of an Indian student in a residential college can be very pleasant if he is not shy and unduly sensitive. The games, the debating societies and the social life in the college not only provide recreation but help in the acquisition of knowledge outside his special line of study. I would like to take this opportunity to draw the attention of the student community to one of the outstanding differences between students in India and in foreign countries. The latter study and discuss but very rarely take an active part in politics. Whereas it is the unfortunate practice in this country among students to spend a consider-

able portion of their time in active participation in politics. Two things cannot be done at the same time and it is bound to interfere with their studies. The chief aim of a student should be to equip himself as much as possible for the struggle of life so that when the time for action comes, he is fully prepared.

I will now wish the students going abroad *bon voyage* and a very successful career there.

(Special Convocation)

The 11th January, 1932.

Lieut.-Colonel Dr. Hassan Suhrawardy, O.B.E.,
M.D., F.R.C.S.I., D.P.H.,
Vice-Chancellor.

MEMBERS OF THE CONVOCATION,

The happy occasion for the first time in the annals of this University of the conferment of an Honorary Degree of Doctor of Law on its Chancellor, affords me this afternoon the opportunity of making a brief statement of the merits of the recipient of this high distinction and honour in the gift of the University.

Sir Francis Stanley Jackson was educated at two of the most famous seats of learning. He was at school in Harrow and took his Degree from Cambridge.

Taking up a political career Sir Stanley sat in the House of Commons, from 1915 to 1926, as Member for the Howdenshire Division of his native County of Yorkshire and was Financial Secretary to the War Office during 1922-23 at a time when the position carried with it much of the labour and

anxiety resulting from the conflicting claims of post-war economy and post-war reorganisation. He was then Chairman of the Unionist Party (1923-26), an office which he gave up to assume the Governorship of Bengal.

He saw active service in South Africa during the War of 1899-1902 and during the Great War of 1914-18 commanded a battalion of the West Yorkshire Regiment. He is a Deputy Lieutenant for the West Riding, Yorkshire.

Sir Stanley was made a Member of His Majesty's Privy Council in 1926 and a Knight Grand Commander of the most eminent Order of the Indian Empire (G.C.I.E.) in the following year. I rejoice that His Majesty, the Sovereign Head of the Ancient Orders of Chivalry, has this year created His Excellency a Knight of Grace of the Venerable Order of St. John of Jerusalem.

It is a matter of the highest gratification for us that His Excellency's companion in his ideals of Service to Humanity has also been honoured in the same gazette and has been made a Commander of the same Order. The Hon'ble Lady Jackson by her graciousness and charming personality has won all hearts. Her keen interest for the welfare of the gentle sex specially those within the restraint of the Gosha or Purdah has created such an impression on their minds that they will always look back with the kindest thought and the sweetest memory to the

period during which they had the privilege of enjoying her kindness and hospitality.

Sir Stanley's prowess as a Sportsman in many fields is too well-known and appreciated to require repetition. At Harrow and at Cambridge (where he captained the eleven in 1892-93) he made a reputation as a cricketeer which he subsequently maintained and enhanced playing for many years for his own County of Yorkshire and for England. His first visit to India in the cold weather of 1892-93 was made as a member of a visiting Cricket Team. His interests in, and services to, all manly forms of sports have been a noticeable feature of his period of office in Bengal, a service which the University can hardly overrate either from the very important point of view of improving the physique of the rising generation or from the equally important point of view of character-building. It was fitting therefore that when last year the University itself for the first time set up a Club for the better organisation of sports within the University and for awards of 'Blues' and 'Half Blues,' His Excellency should be asked to be its first President.

His Excellency has also taken a keen and personal interest in the Calcutta University Training Corps and is its first Honorary Colonel. As by a happy coincidence I am not only his Vice-Chancellor, but also the Commanding Officer of the Calcutta University Training Corps, I can

speak with personal knowledge of the enthusiasm which his contact has created and the joy with which we have each year looked forward to his visit to our Camp.

Warmly interested in the welfare of the rising generation, anxious to meet and mingle with youth whether in the field of Sports or the realm of Education, his attractive and genial personality and " ever-radiant smile " have struck a responsive chord in our hearts.

Our Chancellor inherits a tradition of public service and of service to education of which any one may well be proud. His father Lord Allerton was not only Secretary for Ireland and Financial Secretary to the Treasury at Whitehall, for an unusually long period of six years, but he had the rare distinction of being a Fellow of the Royal Society, and one of the founders of the University of Leeds which in subsequent years supplied, in the person of Sir Michael Sadler, the Chairman of the Commission on the University of Calcutta, whose monumental report on Education in India is the guiding star and beacon light of all pilgrims on the path of pursuit of knowledge leading to the highest goal of Humanity.

Sir Stanley has followed in the footsteps of his distinguished father in his interest in education in the stricter sense of the word. He is a Governor of his own school at Harrow and throughout his

term of office in Bengal, he has taken a high and serious view of his duties as Chancellor of the Universities of Calcutta and Dacca. The positive advantages which have accrued from the manner in which in time of difficulty and difference of opinion His Excellency has been able to discharge the arduous functions of the head of the University and the head of the administration, bringing to bear upon the responsibility of each office the knowledge and experience gained in the other, are too well-known to you to require any recounting or elaboration at my hands.

I conclude this brief statement of the eminent position and attainments and the services rendered to the cause of advancement of learning by this distinguished recipient of an honorary degree of our University to-day by reproducing with necessary modifications the words and sentiments of the Vice-Chancellor on the occasion of the conferment of the honorary degree of Doctor of Literature on His Excellency's distinguished predecessor the Marquess of Zetland, then the Earl of Ronaldshay :—

I am not called upon here to anticipate the verdict of history upon the administration of the Right Hon'ble Sir Stanley Jackson as Governor of this Presidency during one of the most critical periods in its growth and development. But this I maintain with confidence that in him are

united, in a very special manner, the attributes of a gifted statesman and sportsman. He had imbibed the best ideals of true education at Harrow and Cambridge and his intellectual vision has been widened by the keen insight, generous sentiment and the sympathetic instincts of a sportsman.

Though like Sir Asutosh Mookerjee I am reluctant to anticipate the verdict of history, I have not the slightest doubt in my mind that when the heat and dust of political turmoil and controversy dies down with the march of time, the name of Sir Stanley Jackson which is inscribed to-day on the roll of Honorary Doctors of Law of our University will shine forth as that of one of its greatest Chancellors, Benefactors and Friends.

The 6th February, 1932

Dr. Hassan Suhrawardy, O.B.E., M.D., F.R.C.S.I., D.P.H.,

Vice-Chancellor.

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

I rejoice to be able to extend to you a cordial welcome once again to our Convocation Hall.

It is customary for the Vice-Chancellor on this occasion to review in brief the work and activities of the University during the past twelve months.

OBITUARY.

Before taking up this task I must perform the mournful duty of referring to those whom the hand of death has taken away from us. All of them had retired from our University's active life as Members of the Senate except two. They had all worked in their respective spheres of life ungrudgingly with the common aim of advancing the cause of learning in this country and suitable reference has already been made in the Senate at the time when the news of their death was received.

Major-General G. F. A. Harris of the Indian Medical Service was appointed a Fellow of this University in 1900, was a Member of the Syndicate

and a Dean of the Faculty of Medicine. He was Inspector-General of Civil Hospitals from 1910-1912 and the first Surgeon-General with the Government of Bengal when this office was created in this Presidency. The Companionship of the Most Exalted Order of the Star of India was conferred on him. He retired from service in 1915. He was a most eminent physician and a teacher of remarkable gift.

Mr. H. R. James joined the Bengal Educational Service in 1890 and was Principal of the Presidency College from 1907 to 1916. He was appointed a Fellow of this University in 1904 and served on the Senate and Syndicate for many years. He was one of the stalwarts in the domain of Arts and Literature.

Mr. Lalmohan Das was a prominent Vakil of the Calcutta High Court, was appointed a Fellow of this University in 1906, a Dean of the Faculty of Law in 1910 and Tagore Law Professor in 1889 and retired as a Judge of the Calcutta High Court.

Mr. H. M. Percival was appointed a Fellow of the University of Calcutta in 1885. He was an eminent scholar and a great educationist. He was senior Professor of English in the Presidency College and also acted as Principal of that College. After his retirement he continued to serve our University by acting as an Examiner of theses for our Doctorates.

Mr. N. N. Raye was appointed a Fellow of this University in 1916, and was appointed a Fellow of the newly created University of Patna in 1917. At the time of his death he occupied the responsible position of Principal of the Ripon College.

Maulavi Muhammad Irfan was appointed a Fellow of the University in 1915. After his retirement from service he continued to be an examiner of this University and his services to learning were recognised by the award of the title of Khan Bahadur in the New Year's Honours List, which unfortunately he did not live to receive.

Dr. Prasanna Kumar Ray was the first Indian to have taken the Degree of Doctorate in Science from a British University. He was appointed a Fellow in 1879 when many of us were not perhaps born. He was the first Indian to be promoted from the Provincial to the Indian Educational Service and was for years Head of the Department of Philosophy at the Presidency College. He was appointed Principal of the Dacca College in 1903 and, in 1905, became the Principal of the Presidency College. He was the first Indian to occupy these positions. He was also the first Indian to be the Registrar of the University of Calcutta and served from 1887 to 1889 as such. He was our first Inspector of Colleges from 1907 to 1916. At the time of his death he was one of the Honorary Fellows of our University.

By the sudden death of Mr. Khuda Bukhsh and the death of Mahamahopadhyay Haraprasad Sastri Islamic scholarship and Sanskrit learning have sustained irreparable loss.

Mr. Salahuddin Khuda Bukhsh was a gentleman of remarkable intellectual gift and of an extremely genial disposition which made him popular with every person with whom he came into contact. He was the eldest son of Khan Bahadur Maulvi Khuda Bukhsh Khan, C.I.E., the founder of the well-known Library at Patna. He had inherited the genius and the love of learning and of books from his father and, like him, made a large collection of rare and valuable books and manuscripts. Mr. Khuda Bukhsh was educated at Oxford from where he took his M.A. and the B.C.L. Degrees and was also called to the bar. He was appointed a Lecturer in Islamic History and a Professor of the University Law College; both positions he occupied till his death in August last which, after a brief illness, came as a shock to his many friends.

Mahamahopadhyay Haraprasad Sastri was appointed a Fellow of our University in 1888. He was Principal of the Sanskrit College from 1900 to 1908. He occupied a prominent position among Sanskrit scholars and the title of Mahamahopadhyay was conferred on him in 1898 and a C.I.E. in 1911. The Honorary Degree of Doctor of Literature was conferred on him by the University

of Dacca in 1927 where he was for some time Professor and Head of his Department. Inspite of failing health and old age, the Mahamahopadhyay attended meetings of the Senate on all important occasions.

Lastly, I have to refer to the death of the Hon'ble Mian Sir Muhammad Shafi who died in harness as a Member of the Executive Council of His Excellency the Viceroy in charge of the Department of Education, and was an *ex-officio* Fellow of our University. His unexpected and sudden death is a tragedy which the country deeply mourns. He had served under three Viceroys as Education and Law Member. During his first term of office as Member-in-charge of the Department of Education, no less than 6 Universities were established in India which is a unique record. He was uniformly popular amongst Hindus and Muslims, Europeans and Indians, Officials and non-Officials. His hospitality and genial kindness were extended to all. While he was anxious to do all he could for the Muslim community, he never forgot the larger issue of the country as a whole.

General Administration.

My term of office as Vice-Cchancellor began with the retirement, after 15 years of service, of the Registrar, Rai Bahadur Jnan Chandra Ghosh,

M.A., on whose knowledge and experience I had hoped to count upon. Mr. Joges Chandra Chakravorti, M.A., our able Assistant Registrar, very efficiently continued to carry on the duties of the Registrar till 31st March last year when the Senate appointed Dr. Aditya Nath Mukherji, M.A., Ph.D., I.E.S., retired Principal of Sanskrit College, who resigned his appointment and retired from Government service to take up his present duties.

Mr. Haran Chandra Banerji, M.A., B.L., Secretary of the Council of Post-graduate Teaching in Science, retired from service after 15 years. He proved himself a worthy son of his distinguished father, the late Sir Gooroo Dass Banerji, who not only adorned the Bench of the High Court but was the first Indian Vice-Chancellor of this University.

CONGRATULATIONS.

It is a matter of the greatest gratification to me and I take a legitimate pride in the fact that so many distinctions have been attained by Members of the University during my incumbency as Vice-Chancellor.

Among the recipients of honours conferred by the Crown there are several Members of our Senate and our teaching staff :—

Sir Nripendra Nath Sircar, Advocate-General of Bengal, who till lately was a Member of our Senate.

Sir Abdulla-al-Mamun Suhrawardy, Barrister-at-Law, a distinguished scholar whose contributions to Islamic Law and Literature have been recognised by competent authorities in India and abroad and who is recognised as an authority in Muslim Law.

The Hon'ble Sir Bepin Behari Ghose, a past Dean of the Faculty of Law, a Judge of the Calcutta High Court, who after retirement has filled more than once the post of Member of Your Excellency's Executive Council.

Mr. C. C. Biswas, Advocate of the Calcutta High Court, a brilliant graduate of the University and one of the most active Members of the Senate and the Syndicate and in the public life of the country, has been made a Companion of the Most Eminent Order of the Indian Empire.

The honour of Knighthood has also been conferred on our King George V Professor of Philosophy, Sir Sarvapalli Radhakrishnan, about whose appointment on the Executive Committee of Intellectual Co-operation of the League of Nations I made reference in my Convocation Address last year and who has been granted leave to take up the duties of Vice-Chancellor of the newly-created Andhra University. This is the second instance when the occupant of King George V Chair of Philosophy of our University has been appointed Vice-Chancellor of a University in the South, Sir

Brajendra Nath Seal, the predecessor of Sir Sarvapalli Radhakrishnan having been similarly called to organise the then newly-created University of Mysore.

During my term of office the University has conferred Honorary Degrees of Doctorate on four distinguished members of the Senate.

Last year, the University for the first time conferred the Honorary Degree of D.Sc. in Engineering on that eminent Engineer of India and the Dean of the Faculty of Engineering of our University, Sir Rajendra Nath Mookerjee, K.C.I.E., K.C.V.O., and the Honorary Degree of D.Litt. on Professor Herambachandra Maitra, M.A., and that of M.D. on Dr. Charles Bently, M.B., Ch.B., D.P.H., late Director of Public Health, Bengal, and the Degree of Doctor of Law on Your Excellency on the 11th January this year.

In my address at the Special Convocation I referred to the services rendered by Your Excellency to the cause of education and the advancement of learning and the positive advantages which have accrued to the University during your term of office and it is a matter of great regret to me that to-day is the last occasion when I shall have the privilege of welcoming Your Excellency as Chancellor to preside over our Convocation.

I would like to take this opportunity of bearing public testimony to the manner in which I have

profited by your ripe experience and far-sighted guidance, in piloting the affairs of this great University which, difficult at all times, have been particularly arduous and troublesome of late.

I cannot help expressing my regret that the Hon'ble Lady Jackson is also visiting us for the last time. Inspite of the many calls on her fully occupied time she has always made it a point of attending our Convocation and encouraged us by her presence, and by her graciousness and charming personality, has won all hearts.

READERSHIP LECTURES.

During the year under review the University has been able to secure the services of distinguished scholars to deliver courses of lectures as University Readers on specialised subjects for the benefit of our advanced students.

Dr. Bibhuti Bhusan Dutt, D.Sc., delivered a course of lectures on "Some Aspects of the History of Mathematics in India before 1600 A.D."

Mr. Hasan Shahid Suhrawardy, M.A. (Oxon.), was appointed on the recommendation of our late Chancellor, the Earl of Lytton, to deliver a course of lectures on "Muslim Art in Spain." Mr. Suhrawardy had won distinction as a connoisseur of Art in Moscow, Paris, Rome and Madrid and other important intellectual centres of Europe and his

scholarship and command over the principal European languages and literature elicited the praise of such distinguished scholars as Walter Raleigh and Robert Bridges. It was a great pleasure for us to see Science and Art mingle in such friendly relations. The greatest Scientist of Asia, Sir Venkata Raman, presided over the entire series of his interesting and illuminating lectures on " Muslim Art in Spain " which were illustrated by means of lantern slides.

During my recent visit to Europe I had taken interest in the Students' Self-help Movement in Great Britain and on the Continent of Europe and therefore it was a great pleasure for me to arrange for Dr. Anna Selig, Executive Secretary of the International University Service of Germany who is a visiting Professor of Visva-Bharati, to deliver a course of interesting lectures on (1) International Students' Service—A modern University Movement, (2) Ideas and methods of University Education in Germany (with special reference to the new facilities for study of foreign students in Germany) and (3) Problems and movements of the students of Germany (including an account of the Students' Selp-help Movement after the War).

Mr. C. S. Rangaswamy, Editor of *Indian Finance* and Dr. Upendra Nath Ghoshal have been invited to deliver courses of lectures on Indian Finance in relation to World Finance and Ancient Indian Historical Records, respectively.

Madame Montessori, the eminent educationist of Italy, has been invited to deliver a series of lectures on her new educational system.

Professor W. Blaschke of the University of Hamburg was appointed a Reader of this University in 1930 and is on his way to deliver a course of lectures on the " Origin and Development of Affine Geometry."

Dr. Julius Germanus, Professor of Islamology at the Oriental Institute of the Buda-Pest University in Hungary and the first Nizam-ul-Mulk Professor of Islamic Studies in the Visva-Bharati, has been appointed to deliver a series of lectures on " Turkish Contribution to Islamic Culture from 1826 to 1926 " and will deliver his lectures as soon as Government's approval of his appointment is received.

We have also been able to arrange interesting and highly instructive lectures for our students.

Sir P. S. Sivaswami Aiyar, K.C.S.I., C.I.E., has been appointed Kamala Lecturer for 1931 on " The Evolution of Moral Ideals in India."

Professor W. S. Urquhart delivered a course of lectures on the " Idea of Progress in Eastern and Western Thought " as Adharchandra Mookerjee Lecturer for 1930.

Professor Hemendra Kumar Sen, M.A., D.Sc., Sir Rash Behary Ghose Professor of Applied Chemistry, has been appointed Adharchandra Mookerjee

Lecturer for 1931, his subject being "Chemistry and Industrial Development in India."

Mr. Bipinchandra Pal, the eminent journalist and public man, has been appointed Girish Chandra Ghosh Lecturer for 1931 and will deliver a course of lectures on the "Place of Girish Chandra Ghosh in Modern Bengali Stage and Drama."

Dr. S. C. Bagchi, Principal of the University Law College, delivered a course of lectures as Asutosh Lecturer on "Juristic Personality of Hindu Deities."

Our distinguished Scientist, Sir Venkata Raman, Palit Professor of Physics of our University, delivered a public lecture of absorbing interest on "Atomising Light and Sound." It was a great pleasure for me to be able to arrange for the Most Reverend the Lord Bishop of Calcutta and Metropolitan of India, Bishop Westcott, whose hereditary interest in science and learning is well-known, to preside over the meeting.

UNIVERSITY PROFESSORS.

Dr. Surendranath Sen, M.A., Ph.D., B. Litt., University Lecturer on History, has been appointed Professor of Mediæval and Modern History, in the Chair associated with the name of our great Vice-Chancellor, Sir Asutosh Mookerjee. Professor Hiralal Haldar, M.A., Ph.D., University Professor,

has been appointed to act as King George V Professor of Mental and Moral Philosophy in the leave vacancy of Sir Sarvapalli Radhakrishnan.

Dr. Arnold McNair, C.B.E., LL.D., Fellow of the Caius College, University of Cambridge, and Lecturer in Law in that University, was appointed our Tagore Law Professor for the year 1931 and delivered a course of lectures on British Air Law.

Sir C. P. Ramaswami Iyer, K.C.I.E., has been appointed Tagore Law Professor for the year 1932 to deliver a course of lectures on "History and Function of the Supreme Court."

Realising the importance of the subject and at the same time the great financial stringency through which we are passing, the Syndicate and the Senate invited me to deliver a course of lectures on selected topics of Hygiene and Public Health in an honorary capacity as a University Professor, giving me this status as a personal distinction.

Foreign Scholarships and Travelling Fellowships.

While we have thus been able to bring our students and teachers into closer association with so many distinguished scholars from the different parts of the country and from outside, we rejoice that we have also been able to send out some of our University teachers to famous seats of learning in

the West to undertake research work in their special branches of learning. Dr. Praphullakumar Bose and Mr. Debiprasad Raychaudhuri, both of them University Lecturers in the Department of Post-Graduate Teaching in Science, have been awarded Foreign Scholarships out of the endowment created by one of our most generous benefactors, the late Sir Taraknath Palit. Our Khaira Professor of Chemistry of the University, Dr. Jnanendranath Mukherjee, D.Sc., has been awarded one of the Travelling Fellowships founded by our eminent benefactor, the late Sir Rashbehary Ghose. The second Ghose Travelling Fellowship in Science was awarded to Dr. Kedareswar Banerji and he is carrying on investigations on a problem in Molecular Physics in Davy Faraday Laboratory.

Mr. Benoykumar Sarcar, Lecturer on Economics in the Post-Graduate Department, during his leave out of India usefully employed his time by visiting several Universities in Europe where he delivered lectures in different European languages, and I appreciate the co-operation of the Deutsche Akademie and the Bavarian Ministry of Education in this connection.

Mr. Jitendramohan Sen, an officer in the Education Department of the Government of Bengal, has been also awarded a Ghose Travelling Fellowship in Arts to enable him to study the working of Compulsory Education Acts in some of the im-

portant States in U. S. A. and to examine their provision with a view to tackle the problems concerning administration, finance and curriculum of primary education in urban and rural areas of Bengal.

The Radhikamohan Educational Scholarship for 1931-32 was awarded to Mr. Labanyamohan Ray to enable him to study Metallurgy and Cutlery in Sheffield.

The University of Calcutta was represented on the 4th Quinquennial Congress of the Universities of the British Empire for the first time by its Vice-Chancellor. The value of coming in contact with so many educationists has been great indeed.

The Senate has recently placed Sir Venkata Raman, our Palit Professor of Physics, on special deputation to Europe to enable him to attend the 9th International Congress of Pure and Applied Chemistry to be held at Madrid in Spain in April of the current year and then to visit and lecture at various European Universities.

Changes in Curriculum and Regulations.

The year under review has been marked by activities in the direction of re-organisation of Regulations and Rules for the improvement of standards of studies, examinations and general efficiency.

We have been able to make some material changes in the existing syllabuses in Mathematics

for the Intermediate, B.A. and B.Sc. Examinations which are now being examined by the Government of Bengal, while a Committee has been appointed to reorganise the methods of teaching Solid Geometry and Astronomy to the B.A. and B.Sc. Honours students, and changes have also been made in the syllabuses of studies in History for the B.A. Examination, in Anthropology for the B.A. and B.Sc. Examinations, in English for the M.A. Examination and in Geology for the Civil Engineering students at the B.E. Examination.

The courses of study in many other subjects for the different examinations have undergone changes which are too many to refer to in detail here. Mention may however be made of the recent changes in the syllabuses of study in Arabic and Persian for the M.A. Examination for the University which include a provision for the submission of a thesis in lieu of part of the examination. I have no doubt that this has removed a long-felt want of students of the Mussalman community who would now take advantage of this important provision and engage in original investigation in Arabic and Persian in increasing numbers. Another important change in the curriculum of studies of the University is the proposed institution of a special degree, namely that of Doctor of Science in Public Health. My thanks are due to Lt.-Col. A. D. Stewert, I.M.S., Director of the All-India Institute of

Hygiene and Public Health, through whose untiring efforts we have been able to work out the details of this special Degree.

I am also indebted to my colleagues on the Faculty of Medicine and the Syndicate for helping me in maintaining a high standard in Medical Examinations generally, and in the award of Doctorates and higher Medical degrees.

Another important change in our Regulation has been with regard to the academical dress for the holders of the Doctorate Degrees. In order to distinguish between the Doctors of different Faculties facings of the colour of the appropriate Faculties have been provided for in the gowns, while it has been laid down that in the case of recipients of Honorary Degrees, the gown shall be of scarlet red colour with facing of the colour of the appropriate Faculty, and Your Excellency has been the first recipient of an Honorary Degree under this regulation.

Unfortunately it has not been possible up till now to give a final shape to the proposed new regulations for the Matriculation Examination which were first initiated in 1921 by the late Sir Asutosh Mookerjee. These regulations will entirely change the system of teaching and examination for the Matriculation Examination now being followed in the University and a Committee of the Senate is now examining the proposal.

UNIVERSITY ORGANISATION AND FINANCE.

The regulations providing for the institution of Selection Committees for the appointment of Professors and Readers and of the Special Selection Committees for the re-appointment of University teachers which were framed on the basis of the recommendations of the University Organisation Committee, have been sanctioned by the Government of Bengal only three days ago and we expect to take up this important question very soon. Our teachers have ungrudgingly rendered valuable services for the cause of advancement of learning in this University and it is but fair and proper that the University will give them security of tenure and a suitable honorarium. Through their endeavours it has been found possible in this University to establish schools of original research in the different branches of learning which has earned for the University of Calcutta a prominent position in the world of science and letters.

The recommendations of the University Organisation Committee, as adopted by the Senate, together with the financial implications, had been submitted to Government in July, 1930. As the decision of Government was not received by the University in time to prepare the Budget Estimates

for the year 1930-31, it was decided to prepare these Estimates on the basis of the present commitments, without giving effect to any of the recommendations of the Organisation Committee. The Budget Estimates for the current year, as passed by the Senate, showed a deficit of Rs. 1,83,026 under the Fee and Post-graduate Teaching Funds, after taking into account the Government Grant of Rs. 3,00,000 which was being paid from the commencement of the five-years period of settlement. An application was made to Government in August, 1931, for an additional grant of Rs. 1,83,000 to meet this deficit. Government informed the University that under no circumstances would it be possible for them to make any additional grant in excess of the amount of one lakh paid last year. The Syndicate was thus faced with the difficulty of finding this additional sum of Rs. 83,000 to meet the deficit in its entirety. A Committee was appointed for the purpose to advise the Syndicate as to the course that should be followed. The Committee found that the opening balances of the two Funds, *viz.*, the Fee and Post-graduate Teaching Funds, had been practically exhausted and that there was no other source from which this additional amount could be met. The Committee had, therefore, to recommend various reductions in the sanctioned grants which amounted to Rs. 35,848. This amount, together with a total saving of Rs. 25,000 due to certain posts not

being filled up, had the effect of reducing the deficit of Rs. 83,000 by Rs. 61,000.

Government have already paid a grant of Rupees Three Lakhs to meet the deficit for the current year and a further grant of Rupees One Lakh is expected within the current financial year.

The final decision of Government regarding the financial assistance required for giving effect to the proposals of the University Organisation Committee has not yet been communicated to the University. Two Conferences were held for discussing the matter, one at Darjeeling and another at Calcutta. Final orders of the Government are being awaited.

AFFILIATED INSTITUTIONS.

During the year under review two more Colleges were affiliated to the University—Jorhat College of Assam and the Dupleix College at Chandernagore which has established yet another link between the cultured people of France and our University. As many as 6 colleges were granted extension of affiliation in additional subjects.

The total number of affiliated Colleges at the end of 1932 was 56, while the total number of recognised Schools was 1,171 of which 578 enjoyed permanent recognition and the rest enjoyed provisional recognition. As many as 39 schools were recognised by the University for the first time during the year 1931.

Higher Degrees and Recognition of Research Work.

Eight candidates have been admitted to the Degree of Doctor of Philosophy and one candidate has been admitted to the Degree of Doctor of Science. The subjects of their research are indeed varied. A high standard has been maintained, and the recommendations for award have been received mostly from Examiners in Europe of international reputation, and we had no hesitation in applying the pruning knife wherever necessary.

The Premchand Roychand Studentships in Arts and Science for the year 1930 have been awarded, four in Arts and two in Science, for original research in different branches of learning.

The rules for the award of these Studentships have been re-modelled and the new rules have come into effect from the year 1931.

Under these rules the Studentship will ordinarily be indivisible and in no case shall it be divided between more than two students.

For purposes of the award of these Studentships, the Literary and Scientific subjects have been divided into two groups each, and two studentships will ordinarily be awarded every year, one in a Literary subject and the other in a Scientific subject from these groups of subjects in rotation

I offer my hearty congratulations to Dr. Qudrat-i-Khuda, D.Sc., on the award of the Premchand Roychand Studentship and to Mr. Abul Hussain who is the first Muslim to obtain the degree of Master of Law.

The Jagattarini Medal for the year 1931 has been awarded to Rai Bahadur Dr. Dineschandra Sen, B.A., D.Litt., as most eminent for original contributions to Letters written in Bengali language. Dr. Dineschandra Sen has earned a European reputation as a Bengali scholar. It may be recalled that the first award of the Jagattarini Medal was on the great Laureate of Asia, our national poet Rabindranath Tagore, the first recipient of the Nobel Prize for Letters in the East and the first Doctor of Literature, *Honoris causa,* of our University. It is a curious coincidence that in 1913 my great predecessor, the late Sir Asutosh Mookerjee, should have passed a resolution in the Syndicate for the conferment of this Honorary Degree and that in 1931 I shall have the privilege of similarly taking the unanimous vote of the Syndicate for arranging an academic reception for Tagore. This pleasant function would have taken place tomorrow, but for reasons of health of the poet we had to postpone it. I wish the poet long life and health and that in the near future we may have the privilege and pleasure of receiving our septuagenarian poet-philosopher in this historic Hall.

Influence of Teachers on Students.

I should like to say a few words regarding the relations of pupils and their teachers and guardians. I have often heard the complaint that students in these days have lost respect for their teachers, and that parents and guardians have lost their hold and influence over them. I am afraid I cannot put the entire blame on the youngmen for this unfortunate state of affairs. I began my professional career as a House Surgeon and Teacher in the Medical College of Bengal where I was a student, and I have personal knowledge of the value of the golden link of the affection and respect that bind the teacher and pupil and the tremendous influence which a teacher wields over the pupils in his charge. I am afraid something has gone wrong, some link in the chain has grown weak and things have been allowed to slide and pious expressions of regret at the turn of events have been made time and again without doing anything actively either to remedy or to overcome the evils. The result is this lamentable want of influence of the elders upon the minds of the young, and of the teachers upon their pupils.

I was painfully surprised when I was told the other day that neither the principals nor the professors of certain affiliated institutions were in a position to identify their students whom they were going to present at the Convocation. I deplore the

loss of that personal contact and healthy relation between the pupils and the teachers which elicited the devotion of the *Sishya* for his *Guru.*

I feel that a drastic and early change in the present policy is essential in order to counteract the unfortunate results which we painfully witness to-day. The teachers of our young students along with their parents and guardians possess the widest possible opportunities of directly and strongly influencing their minds and characters during the most receptive periods of their lives and they can give the most powerful turn to their entire intellectual and moral development. "As the sapling's bent so the trees incline." With this end in view, the students should be brought into intimate personal relationship with the teachers and professors outside the class-rooms and receive healthy inspirations from them. I should like Government on the one hand to do everything possible to help and advance the status and dignity of teachers and on the other hand the authorities of every school and college should appoint only specially selected instructors who both inside the class-rooms and outside the school and on the playgrounds, by their acts and utterances, help to create in the minds of young students those fine sensibilities which lead to the development of lofty character and high ideals. Every one must have the highest regard for persons who at the call of duty, at personal inconvenience

and sacrifice of opportunities of adopting a lucrative profession and chance of becoming a dignitary of the State or a well-paid officer of the Crown, have devoted themselves on short rations to the noble ideal of propagating the light of Knowledge and Learning.

I need hardly stress the fact that in the East we have an ancient tradition of showing the highest respect to the selfless devotees of the temple of learning. The echoes of the striking words of *Chanakya* have rolled from soul to soul for generations,

বিদ্বত্বঞ্চ নৃপত্বঞ্চ নৈব তুল্যং কদাচন।
স্বদেশে পূজ্যতে রাজা বিদ্বান্ সর্ব্বত্র পূজ্যতে ॥

" You can never compare those who hold the highest position in riches and power to those who hold the highest position in learning. The potentate commands the allegiance of his own people, whereas the learned Savant is adored by the people of every country." *O Vidyan*, practise *Tyaga*, renunciation of self, and demonstrate your *Guna*, potentialities of the force of your character, and regain your lost position—the age-old heritage of your country.

During my term of office I have had the privilege of having many opportunities of cultivating friendly relations with professors and principals of colleges and of exchanging views in conferences. It is indeed gratifying for me to be able to state that

they have always given ready support to the University and wise counsel and constructive suggestions to me. I am glad to gather from the information given to me at a recent conference of principals that the tendency amongst students to commit breaches of discipline and insubordination, to indulge in disrespect and defiance of authority and to rush headlong into political agitation and demonstrations had not assumed such proportions as to cause them serious anxiety. Though I am not a pessimist I cannot deny the undoubted fact that some of our young men and girls have been misled by designing persons who have beguiled them into the treacherous path of political agitation for their own selfish ends and that the danger is still very great and our utmost efforts should be directed towards keeping our students in the path of their normal activities.

Realising the urgency of the situation and the supreme necessity of stemming the tide of terrorism, the Syndicate in November last viewed with strong disapproval and concern the growth of terrorist activities in the country and earnestly appealed to all responsible persons having the guidance of youngmen in their hands to exert their active influence to counteract the spread of terrorist ideas amongst impressionable youths. I repeat what I mentioned at the meeting of the Senate a couple of months ago, that it is not for me to digress into the

paths of politics and civics and speak of the terrible disaster that terrorism will bring in its train to the country and the set-back it will cause to our aspirations for attaining Swaraj. But as the custodian of the honour and good name of the greatest seat of learning in Asia, I thought it necessary to give the resolution of the Syndicate publicity by bringing it to the special notice of all members of the Senate and through them of the wider public and appeal to the parents and guardians of boys and girls, whose young lives are threatened with destruction by the torrential gusts of revolutionary ideas, to lend their whole-hearted support and active co-operation to the University in counteracting this terrible menace to the peaceful pursuit of knowledge.

Graduates and Students.

I must now perform the time-honoured duty of addressing the graduates and students on the day of the Convocation.

New topics and fresh ideas are not easy to bring out—

صریفان بادہها خوردند و رفتند * تہی خمخانہها کردند و رفتند

(My companions have been in the Tavern before me. They have drained the cups dry and have not left even the dregs for me.)

Graduates of the Calcutta University! To-day marks the crowning event of your labours of years. I offer you my sincere and hearty congratulations. By virtue of the authority vested in me as Vice-Chancellor of this University I have to-day admitted you to your respective degrees. I have charged you that in your life and conversation you show yourselves worthy of the same. It is not a conventional phrase which I have repeated to you. It is not a mere formula but it is a solemn and a serious parting message from the University to each and every one of you. You have been educated under the auspices of this University and have been equipped with the best accoutrement for the battle of life. You should receive this message from your *Alma Mater* in all seriousness. May you serve your Motherland, your community and your University as true and faithful sons and daughters. You have been fitted by your education to judge and examine for yourselves every question that comes before you with care and thoroughness. By your training you should have your character and mind so well formed and developed that you may have the courage to refuse to be carried away by doctrines the sophistry of which is masked by making them appeal to one's feelings or imaginations and are set out with subtlety or with an air of dogmatic authority. Accept them only if they stand the test of truth and considered reason. I do not ask you to be self-opinionat-

ed. On the contrary, I ask you to be tolerant of the motives and actions of other people. Do not be aggressive but live and let live. Pray do not mistake rudeness for independence nor courtesy and reverence to elders and obedience to authority as a mark of weakness or servitude. They are indeed the marks of a strong character and of gentlemanly and manly instincts. May you never deviate from the straight path of honour and wisdom.

Students of my University! You are the future hopes of your country. Endeavour to attain stability of character. Cultivate and develop that spirit of obedience to lawful authority which is the necessary concomitant of true academic discipline and if you aspire to be in the position of leaders of men to-morrow you must learn to obey to-day. Make yourselves leaders of culture and progress—prove yourselves true and useful citizens, worthy of the confidence and respect, alike of your countrymen and of yourselves. Discipline of mind such as I have advocated does not in the least mean relinquishment of your own national dignity or loss of genuine pride in the magnificent legacy which has been bequeathed to you by your ancient civilization. Do not allow yourselves to be exploited by designing persons for their own ends. Do not participate in movements which will divert your energies from the pursuit of knowledge which is your primary concern. Premature participation in active politi-

cal propaganda is analogous to the artificial stimulation caused by dope or drink. One gets used to it and craves for more and more and the dose is increased on and on till a stage arrives when the mind refuses to react any more to any form of stimulation whatsoever. The system can bear no more and the crash comes, and disaster and ruin suddenly overtake the unfortunate victim. Continued extra-academic excitement undermines the stamina of our students and their capacity for sustained work. One of the evil consequences of this is manifest in the deplorable results in competitive examinations. There are other unmistakable signs of retrogression which I would not elaborate or recount on this occasion.

We are passing through stirring times. The whole world is confronted with a grave crisis. Unrest, financial distress, unemployment are all staring you in the face and, I am sure, new ideals and new aspirations are passing through your minds. I strongly advise you to take count of these new thoughts and a balanced view of things with a calm mind.

It is a matter of great pleasure to me, and I dare say to you as well, to notice unmistakable signs of the fast disappearance of bigotry and denominational bias from amongst our educated youngmen. Having drunk at the same fountain of knowledge, I want to see Hindu and Muslim students

cultivate understandings and friendships in the class-rooms, in the field of sports and manly games, which will enable them to go out into the world as comrades and brothers in arms for the realisation of their great ideals. There càn, however, be no true friendship and goodwill without a feeling of equality and the breaking down of the barriers of snobbery and the tyranny of the caste.

Hindus and Muslims should allow each other to maintain their own identity and treasure their own traditions. One community should not try to overpower, stifle or efface the other from existence but help the other to conjointly develop their special culture and genius. Like flowers of different hues and shades, of different degrees of perfume, sweetness and beauty, Students of our University of all castes and creeds, enrich and beautify the garden of your country!

The 6th February, 1932.

The Right Hon'ble Sir Francis Stanley Jackson, P.C., G.C.I.E.,

Chancellor.

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

A month ago in this place, in the presence of many who are here with us to-day, an honour was conferred upon me, by direction of the Governing Body of this University, which the pratice and custom of this and other Universities denied me the privilege of acknowledging at the time. I wish, therefore, to take the first opportunity which has presented itself to me to express in some measure the feelings which I experienced on receiving the Honorary Degree of Doctor of Law of the University of Calcutta. Though I took a degree in Law at Cambridge I cannot claim to have advanced the theory or the practice of law or jurisprudence. For the reason of the honour I prefer to depend upon what you, Sir, set forth in your very generous and, I fear, too complimentary address on that occasion. Four years ago when first I stood before this Convocation as Governor and Chancellor I said it would be my duty and my desire to use my best endeavours as Chancellor to assure the efficiency and progress

of the University; in the address to which I have referred, you, Sir, were good enough to say "that positive advantages had accrued from the manner in which in time of difficulty and some difference of opinion I had been able to discharge the dual functions of my position bringing to bear upon the responsibilities of each office the knowledge and experience gained in the other." I should be happy to think that in the verdict which I have just quoted you have seen the fulfilment,—in part at least,—of the undertaking I gave. I shall always be doubly proud of my Calcutta Degree if I can think that its bestowal had been intended as a mark of the University's belief that I had done my best to serve her, for that has been my aim throughout the period of my term as Chancellor. I am indeed proud and greatly touched to have received this honour: I am very grateful to all those who gave expression to their good wishes by attending the Special Convocation at which it was conferred, and I thank you, Sir, for the very generous references to me and to Lady Jackson which you made on that occasion and which you have again repeated to-day.

We have all listened with attention and great interest to the Vice-Chancellor's thoughtful address. From what he has said it is, I think, clear that the record of the year shows solid work and substantial achievement in most spheres of the University's activities.

The hand of death has fallen unusually heavily upon those in whose care the teaching and administration of the University have rested in the immediate or more remote past. I desire fully to associate myself with the eloquent tributes which the Vice-Chancellor has paid to the memory of General Harris, Mr. James, Mr. Lalmohan Das, Mr. Percival, Principal Raye, Maulvi Muhammad Irfan and Dr. P. K. Roy. In Mahamahopadhyaya Haraprasad Shastri Bengal has lost a distinguished Sanskritist who for nearly half a century has been an international name. We shall miss also the keen intellect and the trenchant wit of Mr. Khuda Bukhsh whose death last August, after a comparatively brief illness, came as a great shock to his many friends. And lastly the University shares, if indirectly, in the heavy loss which India as a whole has suffered in the death of that great statesman and educationalist, Sir Muhammad Shafi, whose services to the country, educational and political, and whose sympathetic outlook had won him the friendship of every community in India.

The University has also suffered a loss in its personnel in the retirement of the Registrar, Rai Bahadur Jnan Chandra Ghosh. The office of Registrar is very much what its holder makes it,—some men make themselves seemingly indispensable, and the Rai Bahadur was one of these. I welcome the new incumbent of this important post,—

Dr. Aditya Nath Mukherjee,—who had already made his mark in Government service and in the work of this University.

You have, Sir, in your speech referred to the joint labours of the University and Government to bring into effect the recommendations of the Reorganisation Committee and to the state of uncertainty in which the University staff must remain until you receive from Government an official statement about the amount of financial assistance which will be given by Government in this and succeeding years. This question of the financial assistance required to enable the University to carry out the most important features of the reorganisation scheme, has been very thoroughly thrashed out largely as a result of the conferences to which you have referred and I think we may congratulate ourselves on the atmosphere of mutual co-operation which has been created and in which this difficult problem has been solved.

I fully share the very natural anxiety of the University and its staff on this question of finance and I realise that insecurity of tenure does not make for good work. I am happy, therefore, to be able to inform you that a letter has been sent by Government this day to the University which should set your fears at rest. Government's grant to the University this year will be four lakhs and next year

and in succeeding years (subject to certain conditions) the figure will be 3·6 lakhs of rupees.

I shall not take up the time of this Convocation by detailed reference to the excellent work which has been done or to the various distinctions which have been earned during the University year just ended. I should like to take this opportunity of offering my congratulations to Sir Sarvapalli Radhakrishnan upon the honour which has been conferred upon him by the King-Emperor. Except to those fortunate persons who have earned distinction there is a sameness which it is impossible altogether to avoid in comments on the academic work of a body like the University. Outside the purely academic sphere, however, the past year has been marked by one welcome innovation to which the Vice-Chancellor's modesty has prevented him giving the publicity which, from a University point of view, it undoubtedly deserves. Last year, for the first time in the history of the University, the Vice-Chancellor attended a session of the Quinquennial Congress of the Universities of the British Empire. It is a matter for gratification that in all gatherings whether official or social he was accorded the position of leader of the delegates from Indian Universities and that when, for the first time, a delegate from India was invited to preside over one of the sections of the Conference, this honour also fell to the Vice-Chancellor of the University of Calcutta.

Another feature in the University's extra-academic life which I most heartily welcome is the setting up of a Club for the better organisation of the University's sports and for the awarding of "Blues." Let me say at once that in my opinion the formation of a central body to regulate these matters for the University as a whole was a reform long overdue, and I very much welcomed the privilege of being the Club's first President. It has always been a matter of the keenest regret to me that the exacting conditions of my office preclude me from coming into more constant and intimate contact with the students of the University, and it was, therefore, with the greatest pleasure that I welcomed the first recipients of the coveted "Blue" and presented them with their badges.

I was much struck by the Vice-Chancellor's remarks upon one of the most serious educational problems before us in India, namely, the menace to the educational system of the country, and to the young lives which are entrusted to it, which the present wave of indiscipline and intolerance of control present. I heartily welcome the resolution on the subject which the Syndicate passed last November and the action which the Vice-Chancellor has taken to secure for that resolution due publicity. It is unfortunately true that teachers and parents alike appear of late to have lost that influence which they could and should wield over the

rising generation. This process, unless it is arrested, is fraught with disaster to the country and its students alike. The active participation in the political arena of young boys in their teens has not, I think, proved beneficial either to themselves or to the body politic. Teachers and guardians can do much to counter this tendency. I think it was last year that you, Sir, quoted some pungent remarks of the late Sir Asutosh Mookerjee on this point. A better and more attractive method of occupying the spare time of our young men must be provided. Boys and girls must have interests outside the class-room. We have a saying " All work and no play makes Jack a dull boy " and I believe that the saying applies not only to Jack but to Jill no less. Youth will have its amusements and its excitements. For the favoured few the things of the intellect may suffice,—and these are the stuff of which great scholars are made. But the ordinary boy demands something more and it is hard to say that he is wrong. At present he is getting this excitement from politics and picture houses : that is bad for him : a very little of the one at his age is indigestible and too much of the other is enervating. It is here that the guardian and still more the young school-master or active Professor has his chance. Without denying for one moment that the advancement of learning is the chief object of our educational institutions, it is certain that

athletics, sports, well-run common-rooms and a healthy interest in healthy activities taken by Professors and students alike,—all are necessary to the proper development of a University and, I may add, to the making of the complete man. It is in this way, it seems to me, that touch which has been lost can be regained. It is in this way that the awful tale of ill-health which is such a handicap to our student community here in Bengal can be lessened. It is in this way that we can make of the bulk of our students fine, upstanding, clean-living men like those to whom I had the privilege of presenting their Blues at Government House some months ago.

I offer my congratulations and good wishes to those who to-day have been admitted to their degrees,—many of whom will now be embarking for the first time on the sea of life. The problem of what to do with our graduates is one that does not grow less serious as years go by. In the days when this University was established, nearly three quarters of a century ago, the theory known as the "filtration" theory was a favourite one with educationalists. The essence of this theory as I understand it was the introduction of secondary and higher education for the benefit of the higher classes in the hope that education would then "filter" down to the lower and poorer classes. It was, I am afraid, a pleasing theory which did not work

out in practice, yet it contains perhaps the germ of a useful idea.

The University of Calcutta is turning out year by year a very large number of graduates, many of whom will find it impossible to go further in their studies. Some will turn to teaching in secondary schools, and to these is due every encouragement. But what of the others? At present too many of them go to swell the ranks of the unemployed and it is not altogether surprising if some of them become disaffected. And yet Bengal is full of illiterates who ordinarily will have no chance of gaining even the elements of education. Surely here is the field where the "filtration" theory can work. Bengal now has a Primary Education Act. When it comes into full operation the task of the village school-master, if humble, will be one of responsibility and honour. An opportunity for much good work awaits our graduates who would turn their faces to the villages and realise that the task or regeneration there awaiting them is one of the most vital which confront the people of Bengal. A great deal of useful work has been done in this way by young Bengalis, but the field is almost unlimited and I would suggest to young graduates that they should look to village work as a proper and patriotic outlet for their energies.

Ladies and Gentlemen, this is the fifth time that I have addressed Convocation as Chancellor

and it must in the due order of things be the last. At such a time it is natural that one should look back and "take stock," as it were, before making over charge and severing one's active connection with the concern. The process of stock-taking is rarely one of undiluted pleasure : there is much that must of necessity be "written down" and there may be losses which have to be written off altogether. My term has seen its share of problems and anxieties : I cannot hope that it has been altogether free from mistake. I hope, however, that you will not think me complacent if I say that, looking back, I do find cause for gratification. When I first addressed you four years ago I said "that I was informed that there was need for change and reform" in the working and organisation of this University. Perhaps, as the Vice-Chancellor seems to think, in matters of this kind we move slowly : but the point is that we are moving. In various ways the process of reorganisation and reform has made considerable strides during the past five years,—and if we have not got as far as many of us would have wished, we may, I think, claim to have made very definite progress and to have laid the foundation well and truly upon which further reform may be built and established. For this, of course, I claim no personal credit : for the work has prospered through the labours of the University itself on the one side and the Ministry of Education on the

other,—my contribution being chiefly that of the humble man with the oil-can whose task it is to keep the working surfaces well lubricated and to reduce friction to a minimum. In the same way, I think, I may claim that during the past five years the old misunderstanding between the University and the Government,—misunderstanding based, I fear, on mutual suspicion,—has proved amenable to treatment and has been largely reduced by the process of getting together and discussing things frankly.

I believe,—and I am glad to think,—that both in its contact with the Ministry of Education and in its general relations with Government authorities the University is now in a happier position than it was five years ago. For this result we have many people to thank.—members of the Senate and Syndicate: members of the Government and of the services under it. But most of all I wish to attribute the responsibility for this improved state of affairs to three gentlemen to whom I, as Chancellor, owe a personal, and the University as a whole, public debt of gratitude. From the successive Vice-Chancellors who have held office during my Chancellorship,—Sir Jadu Nath Sarkar, Dr. Urquhart and Colonel Suhrawardy,—the University has received ungrudging service and I am glad to take this opportunity of thanking them for the whole-hearted assistance and sound advice which

they in turn have placed so willingly at my disposal. The post of Vice-Chancellor is always an arduous and responsible one: in times like these it is fraught with anxiety as well. That men of the ability and character of the three gentlemen with whom I have been fortunate enough to be associated should be willing to come forward and face the labour and shoulder the responsibilities of this office is the best augury for the future both of the University and of its relations with Government and the world outside.

[At this stage the speech of His Excellency was interrupted by a revolver shot at him by Bina Das, a lady graduate who was attending the Convocation to receive her B.A. Degree. The prompt action, presence of mind and matchless bravery of the Vice-Chancellor who overpowered the would-be assassin in the face of repeated shots and continued fire, frustrated her design. There was general consternation but order was peremptorily restored by the Vice-Chancellor and amidst cheers, His Excellency resumed and concluded his address to the deep admiration of the entire Assembly. Authentic account of the outrage and what transpired immediately thereafter is to be found in the evidence of the Vice-Chancellor at the trial of Bina Das at the High Court Special Tribunal.]

And now, Ladies and Gentlemen, the time has come for me to say farewell, I shall have much

reason to remember with pleasure and gratitude my connection with the University. It has already played a noble part in the life of Bengal: it may justly look forward to a still greater future,—a future in which it may well be that its responsibilities will be greater than they have ever yet been. I shall watch your progress with interest. May peace and prosperity attend you.

(Special Convocation)

The 6th August, 1932

Sir Hassan Suhrawardy, Kt., O.B.E., M.D., F.R.C.S.I., D.P.H.,

Vice-Chancellor.

MEMBERS OF THE CONVOCATION,

This is a special Convocation convened for the purpose of conferring Degrees on students who are going abroad for further studies. This function was inaugurated by one of my predecessors to enable students to join British and European Universities by about the beginning of October when the sessions begin.

اطلبوا العلم و لوكان بالصين

" In the quest of knowledge leave your homes and go beyond the great walls of China," was the command of the Great Teacher of Arabia and there can be no doubt that the field of your vision would be widened and the store of your knowledge enriched by your travels and studies abroad. You are going to continue your education in diverse directions :—Law, Medicine, Engineering, Commerce, Industries, etc. The Western countries are certainly far in advance of us in these matters and

there is much to learn from them of special technical value. It will be up to you to assimilate all that the West has to teach, and then on coming back, to impart your knowledge to your own students, so that your successors may not have the necessity of going abroad.

I know foreign degrees have now a peculiar attraction and value but I am looking forward to the day when our swadeshi home products will carry the same, if not a higher value, in the academic world, instead of our students having to direct their steps westward in quest of degrees, streams of students would be coming into India not only to become expert Orientialists, Arabists, Sanskritists not only because of Indology, but also for special instructions in the domains of Science and Technology.

I would like to advise you not only to make the best use of the opportunities for higher studies offered in foreign Universities but to try and learn by extra-academic contacts those special lines of work and thought in which Western people are so well organised and advanced. I would also advise you strongly to take part in the corporate life of the Universities. One of the main objects of your education is to achieve success in life and you will never attain that success, unless you learn the great lessons of self-help in organising things for yourselves, and above all of the care and improve-

ment of your health. Take advantage of every holiday for breaking the monotony of dry academic work and for going out on excursions to other countries. In your contacts with men and things, I would advise you not to be over-sensitive. Let not an inferiority complex overpower you. Develop a manlier outlook and be happy. Do not look for insults when none is meant. Do not be unnecessarily sensitive nor aggressive, and do not mistake rudeness for independence.

I envy you your good fortune. You are extraordinarily lucky that you have been admitted this evening to your degrees in the presence of one of India's greatest sons, who more than any other has advanced the name and fame of your country in the world, dispelling the mists of ignorance and prejudice.

Do not forget that as foreign students you have got a sacred duty towards your Motherland and towards those who are now responsible and have been responsible for your education. Let not this high ideal ever leave your minds. Your conduct, your words, your points of view should be such as will bring credit to you and to your people and your country.

May your journey be auspicious. May you return safe and sound, full of credit and full of glory.

The 25th March, 1933

Sir Hassan Suhrawardy, Kt., O.B.E., M.D., F.R.C.S.I., D.P.H.,

Vice-Chancellor.

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

WELCOME TO SIR JOHN ANDERSON.

Let me at the outset convey our most cordial greetings on behalf of this University to you Sir, our Chancellor, on this, the occasion of your first visit to our University. The fame of your eminent services as a distinguished member of the Civil Service of Great Britain and the distinction and success which attended every position which you occupied had already reached us, and we now know at first hand that you are carrying out a progressive policy with firmness and sympathy, as the head of this great province, in this, perhaps the most critical stage of our history. Personally I can testify to the very valuable help I have already received from you in the matter of organizing the University administration on sound, systematic and well thought-out lines. My personal discussions with you have been in a real sense of the term, an education to me. We have no doubt that your

term of office as Chancellor and Governor of Bengal will be marked by great forward steps in the affairs of the University as well as in the political conditions of the province.

SIR STANLEY JACKSON.

I should like to take this opportunity of publicly expressing our most sincere gratitude to my late Chief, the Right Hon'ble Sir Stanley Jackson, for his services to the University. I found in him a great gentleman, one who never failed me in any of my attempts to serve the interests of this University. If I have been able to put the Post-Graduate Department on a stable basis, if I have been able to bring about healthy changes in the Regulations, if I have been able to protect the University from interference by outside authorities, if I have been able to bring about a more adequate and effective representation of all communities in University bodies, and if I have been able to create an atmosphere of good will and co-operation inside the University and between it and the Government, it is due in no small measure to the unfailing sympathy and practical assistance which I received from Sir Stanley Jackson whenever I approached him. Warmly interested in the welfare of the rising generation, anxious to meet and mingle with youth, whether in the field of Sports or the realm of Educa-

tion, his attractive and genial personality and ever-radiant smile struck a responsive chord in our hearts. It is unfortunate that the last days of his Chancellorship were marred by an incident, the painful details of which I abstain from repeating, and we are all grateful to kind Providence for the way in which it protected his life and thus saved our honour and dignity as a great Seat of Learning.

It has been a matter of the deepest concern to us to note the infection of the virus of terrorism amongst young students of our schools and colleges. The Syndicate and the Senate have from time to time expressed their strong disapproval of the growth of terrorist activities in the country and have appealed to all responsible persons having the guidance of young men in their hands to exert their active influence to counteract the spread of ideas subversive of law and order, amongst impressionable youths. I avail myself of this opportunity of giving the resolution of the Syndicate and the Senate greater publicity and bringing it to the notice of the members of the Convocation to-day and through them of the wider public, and appeal to the parents and guardians of boys and girls whose young lives are threatened with destruction by the torrential gusts of revolutionary ideas, to lend their wholehearted support and active co-operation to the University in counteracting this terrible menace to the peaceful pursuit of knowledge. I do not wish to

digress into the paths of politics, but as the custodian of the honour and good name of this University, it is my duty to warn its alumni against the terrible disaster, subversive activities against Government established by law of the land will bring and has brought to the country and the set-back it has already given to our aspirations for the speedy attainment of *Swaraj*. I am sure the roots and branches of this evil plant will wither away and die under the influence of a genuine and strong public opinion against it.

STUDENTS AND POLITICS.

I claim to be a friend of the student community and their welfare has always engaged my most anxious thoughts. I would, therefore, like to again repeat that the participation of students in active politics does not form part of their programme of work as students. The opportunities which a young man or a girl misses during this most receptive period of their lives, will never come back and the loss thus sustained can never be made good. In this conviction of mine I have the weighty support of every mature thinker and well-wisher of the student community, including my great predecessor Sir Asutosh Mookerjee. Standing in this very hall in the midst of circumstances and conditions similar

to those prevailing to-day, he exhorted the young graduates assembled in a Convocation in words of wisdom which are as true to-day as when they were uttered. He said :—

> " Students of this University, allow not the pursuit of your studies to be disturbed by extra-academic elements. Forget not that the normal task of the student, so long as he is a student is not to make politics, nor to be conspicuous in political life. You have not that prudent firmness, that ripe experience, that soundness of judgment in human affairs, which is essential in politics and will be attained by you only in the battle of life in the professions and in responsible positions. Remember further that if you affiliate yourselves with a party, you deprive yourselves of that academic freedom which is a prerequisite to self-education and culture. Submit not, I implore you, to intellectual slavery and abandon not your most priceless possession, to test, to doubt, to see everything with your own eyes. Take this as a solemn warning that you cannot with impunity and without serious risk to your mental health, allow your academic pursuits to be rudely disturbed by the shocks of political life. Devote yourselves therefore to the quiet and steady

acquisition of physical, intellectual and moral habits and take to your hearts the motto :

' Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power.'

Before I proceed to make a brief statement of the important events of the year since we last met at Convocation, I have to refer to the losses we have sustained by death, resignation or retirement.

OBITUARY.

During the year under review the University had to mourn the loss of

Pandit Krishnakamal Bhattacharyya, B.L. ;

Sir Syed Ali Imam, K.C.S.I., Bar.-at-Law, at one time Member of the Executive Council of His Excellency the Viceroy ;

Mr. W. H. Ardenwood, M.A., C.I.E., late Principal of La Martiniere College ;

Mr. Hemchandra Dasgupta, M.A., F.G.S., Professor of Geology, Presidency College ; and

Mahamahopadhyay Asutosh Sastri, M.A., a distinguished Sanskrit Scholar—for many years Principal of the Sanskrit College ;

all of whom were at some time or other intimately connected with us in their capacity as Fellows of the University and suitable references about them have already been made by me at meetings of the Senate.

Resignation and Retirement.

Amongst those who vacated their seats on the Senate, due to resignation, I would like to mention the names of Lt.-Col. D. P. Goil, I.M.S., who left us on his appointment as Inspector General of Civil Hospitals of the Punjab and of Lt.-Col. R. B. Seymour-Sewell, C.I.E., I.M.S., Director of Zoological Survey in India, who is shortly due to retire from service. He gave me valuable help in organizing our syllabuses in Anthropology, Comparative Anatomy, Zoology and other Scientific subjects.

We have lost also by resignation the services of Sir Jadunath Sircar who on retirement after a long and distinguished record of service under the Government of Bihar, became Fellow of this University and soon after, on 8th August, 1926, its Vice-Chancellor. He soon made himself familiar with the details of the inside working of this University and the exacting duties of its Vice-Chancellor, and during the two years of his term of office did not spare himself in his efforts to serve the true interests of this great institution. It is a

piece of bad luck that the call of research work in History has compelled him to sever his connection with us and deprive me of his valuable support and help.

Participation in Public Celebrations.

Engaged as we are in dry routine work, it is not always possible for us to break into joyous participation in popular functions. It is, therefore, a matter of sincere gratification that during the year under review the University took part in public celebrations regarding some of the moulders of modern thought in this province. An academic reception was arranged for the first time and held in honour of our septuagenarian poet-philosopher Rabindranath Tagore, may I say Professor Rabindranath Tagore. His name is borne on the roll of our honorary graduates, and since last year he has been a member of our teaching staff. I am proud to be the Vice-Chancellor of a University which has on its professorial staff the two "Nobel Laureates of the East"—the Laureate in Letters and the Laureate in Science. The Syndicate offered its felicitations on the occasion of the celebration of his 57th birth-day to Mr. Saratchandra Chatterjee, whose name is well-known wherever Bengali is read and taught. Our own Professor Sir P. C. Ray has just completed his 70th year. It is a well-known fact that his genius has created the modern

School of Chemistry in this country. His students are now the heads of the departments of Chemistry in Allahabad and Dacca, in Bangalore and Madras. It is only fitting that we should honour such an eminent scientist and research-worker by associating his name with the new annexe of our Science College. Though Pandit Madanmohan Malaviya does not belong to this province, we still count him as one of us, being one of our earliest graduates, and it was a great pleasure to me to arrange a meeting in our Senate Hall to celebrate his 70th birthday anniversary. A century hence his services to Hindu revival or to politics of our times may be forgotten, but the University of Benares in the age-old surroundings of sanctity and learning will stand as a permanent monument to his great zeal for education and his genius as a builder and organizer. It is a piece of good fortune that these important events occurred during my term of office as Vice-Chancellor, and it was given to me to take my due share in these celebrations. May these great sons of India live long, earn greater honours, and more than all, give a lead to careers of usefulness of those coming after them.

POST-GRADUATE DEPARTMENT.

One of the outstanding events of the year is the stabilization of the Post-Graduate Department. Hitherto the teachers were generally on short-term

appointments. Such appointments do not contribute to a healthy and satisfactory state. For several years past attempts were being made to give security of tenure to our teachers who rendered valuable service as teachers and research-workers in difficult circumstances. I congratulate the University on achieving this great reform and placing the University teachers on a permanent cadre.

ARABIC, PERSIAN AND VERNACULAR SECTIONS.

Another change of an important character relates to the organization of teaching of Arabic and Persian in the Post-Graduate Departments. Though it was recommended by the members of the Calcutta University Commission in 1917, nothing could be done hitherto. We have now strengthened the departments suitably and can undertake teaching both of Arabic and Persian in the M.A. classes by the group system. The University is to be congratulated on its good luck in securing for the Group of Arabian Philosophy in the Department of Islamic Studies, the services of such an eminent scholar as Viscount Santa Clara, Count Galarza, a Spanish nobleman who after a long sojourn in Egypt and other Islamic countries is now on a visit to India. The department of Indian Vernaculars has also been strengthened by the addition of two lectureships, one in Hindi and the other in Urdu, respectively.

Vernacular as the Medium of Instruction.

Certain very important changes in the curriculum of the Matriculation Examination has been passed by the Senate, and our proposals are now being examined by Government.

The Regulations, as adopted by the Senate, contemplate important changes in the system so far followed in the University in many respects. First of all, they provide for instruction and examination being conducted through the medium of the Vernacular. Introduction of elementary science (Physics and Chemistry) as a subject of study for the Matriculation Examination is also an important step, although, for the first five years, it has been included in the list of optional subjects.

Special courses of studies have also been provided for girl candidates including teaching of domestic science, which include home-nursing, mother-craft, and other cognate subjects, so that they may be educated to become useful members of the household as wives and mothers, at the same time having an alternative course for advanced studies amongst those who may like to prosecute their studies further.

Accounts Manual.

The need for a Manual of Procedure and Accounts was felt and a Committee was appointed

to examine the existing system and procedure of keeping accounts in the University and making suggestions for improvement. As a result of this an Accounts Manual has been prepared and will be brought into use very soon. I have no doubt business will be speeded up and accounts kept in a much more satisfactory condition for all purposes of check, examination, reference and explanation. I am indebted to the members of the Special Committee for the cheerful way in which they have undertaken the duty.

University Press.

The department of the University Press and Publication has been growing in importance. I have felt that a Committee should investigate the avenues of improvement and re-organization.

As far as the Arabic, Persian and Urdu sections are concerned, my proposals are being considered by the Syndicate, and I trust we shall be able to purchase new types and appoint a competent and well-trained person in charge of proof-reading and general management of this section.

University Professors.

I am very glad to have the approval of Government to the appointment of Dr. Rabindranath Tagore as Professor of Bengali under special terms for a period of two years.

Rai Bahadur Khagendranath Mitra, M.A., whose work for Bengali language and literature has elicited praise from all authorities, has been appointed Ramtanu Lahiri Professor of Bengali for five years. He has retired from his post of Inspector of Schools, Presidency Division, to join this new appointment.

Mr. Shahid Suhrawardy, B.A. (Oxon.), a linguist, poet, and scholar, at one time Director of Moscow Art Theatre, reputed for his knowledge of Modern Dramaturgy and Medieval Muslim Art, was appointed Bageswari Professor of Indian Fine Arts for a term of five years in the first instance, and in conformity with our rules and past practice, has been deputed to Europe for a period of one year for further specialization in his study of Art.

While it has been a great pleasure for me to be able to report that the teaching side of the University has been strengthened in different directions, it is a matter of genuine regret to me that some of our eminent Professors are leaving us. Professor Hiralal Haldar who was such a tower of strength in the Department of Philosophy ever since it was constituted, has to retire at the end of April under our inelastic age regulations.

Professor Sir Venkata Raman is proceeding on one year's leave next month to take up the important duties of Director of the Institute of Science, Bangalore.

Professor Sir Sarvapalli Radhakrishnan has asked for an extension of his leave for two years, to continue his work as Vice-Chancellor of the Andhra University.

We are also losing the services of Lt.-Col. V. B. Green-Armytage, I.M.S., Fellow of this University and Professor of Midwifery and Gynaecology in our Medical College. He is resigning his present position to take over his new appointment as Professor of Post-Graduate teaching in the subjects in West London Hospital. By his professional skill and power of expression and teaching he has earned for himself the position of leading Gynaecologist and the Doyen of Maternity work in India. He had been helping me to draw up a scheme for introducing a Post-Graduate Diploma in Midwifery in our University.

I am deeply grieved that my University has to sustain these losses, but my consolation is that the loss of this University is the gain of sister educational institutions.

Readership Lectures.

Sir Edward Denison Ross, that eminent Orientalist to whom Islamic studies in India owes a deep debt of gratitude, and that great educationist, Madame Montessori, who had been invited to deliver Readership Lectures on

Persian Art and Modern Methods of Education, respectively, could not visit India during this cold weather, but we hope they will be able to do so next year.

Sir Richard Gregory, the eminent scientist, delivered a course of lectures which attracted a large audience.

Mr. D. C. Vissar, Consul General for the Netherlands, who conducted the three Karakorum Expeditions in 1922, 1925 and 1929-30, delivered a course of lectures on the results of the expeditions with special reference to the following topics :—

(1) Glaciers and mounts ;

(2) Snow and glaciers in Central Asia and the Alps ;

(3) Origins of Avalanches.

Arrangements are in progress for inviting Dr. Jiresk, Chief Surgeon of the Czech University Clinic at Prague and the University Professor of Surgery, author of many scientific and practical treatises, to deliver a course of lectures in this University as an Honorary Reader for the benefit of our advanced students.

Change of Administrative Staff.

The posts of two Secretaries in the Post-Graduate Departments of Arts and Science were

amalgamated and Mr. S. C. Ghosh, M.A., a member of the Senate, who had considerable experience as Secretary in the Department of Arts, was appointed Secretary to the Post-Graduate teaching in Arts and Science. Dr. Adityanath Mukherjee, who vacates his office as Registrar at the end of this month, has been appointed to officiate as George V Professor of Philosophy, and the Senate has appointed Mr. J. C. Chakravorti, M.A., the Assistant Registrar, as Registrar. The Syndicate has appointed Mr. Sudhanath Mookerjee, B.L., Inspector of Hostels, to be the Assistant Registrar. Babu Amritalal Bose, Superintendent of the University Offices, retired after a service of 43 years. He was an exceedingly capable officer of the University, carrying with him the tradition of having worked with 17 Vice-Chancellors and 18 Registrars with a uniform good record of service. I am very sorry to lose his loyal and efficient services. In his place the Syndicate has appointed Babu Kartickchandra Dasgupta, B.A., who has got 23 years' service with the University to his credit. I am glad Mr. N. N. Sen, B.Sc., M.A., carries on his responsible work as Controller of Examinations. I have nothing but praise for the manner in which he has been carrying out his very arduous and onerous duties.

ENDOWMENTS.

Several new endowments for the award of medals or scholarships were accepted by the

University. While the institution of medals is no doubt a recognized means of encouragement, it is more helpful and desirable to have scholarships which will enable poor and deserving students to pursue their studies unhampered by financial worries. In this connection I have much pleasure in announcing the generous offer of 3½ per cent. G. P. Notes of the face value of Rs. 1,50,000 by Dr. Harendracoomar Mookerjee, M.A., Ph.D., University Inspector of Colleges, for sending properly qualified Bengali Protestant Christian students abroad for a course of theoretical and practical training in technical, industrial, mechanical, agricultural and allied subjects.

AFFILIATED INSTITUTIONS.

During the year under review, three more colleges were affiliated to the University, *viz.*, the Habigunj College, Assam, the Victoria Institution, Calcutta, the latter being meant only for girl students, and Victoria School, Kurseong, up to the I.A. Standard.

Eleven colleges were granted extension of affiliation in additional subjects.

The total number of affiliated colleges at the end of 1932 was 59, while the total number of recognized schools was 1,209, of which 587 enjoy permanent recognition and the rest are on a basis of provisional recognition. Forty-five schools

were recognised by the University for the first time during 1932.

Degrees and Scholarships.

During the year under review, Mr. Mohinimohan Bhattacharyya, Mr. Manomohan Ray, Mr. Satkari Mukherjee and Mr. Surendrakishore Chakrabarti obtained the Degree of Doctor of Philosophy, and the Degree of Doctor of Science was awarded to Mr. Subodhgovinda Chaudhuri, M.Sc., and to Mr. Satyaprasad Raychaudhuri, M.Sc.

Mr. Dhirendranath Ray, M.B., Mr. Subodhchandra Lahiri, M.B., Dr. Bidhubhushan Bhattacharyya, M.B., have been admitted to the Degree of M.D. This high distinction has not been achieved by any graduate in medicine since 1922. I hope their example will be followed by others.

The Premchand Roychand Studentships in Literary and Scientific subjects for the year 1931 were awarded to Mr. Gopinath Bhattacharyya, M.A., in Literary subjects and in Scientific subjects to Mr. Sisirendu Gupta. The Premchand Roychand Scholarship in Science for the year 1932 was awarded to Mr. Phanindranath Brahmachari, M.Sc., M.B.

Sports.

I am glad to be able to report that our students are keen after sports and some of their achieve-

ments have brought credit to the University. We have also a Rowing Club. Thanks to Government which allowed the use of the Ultadanga Canal we have been able this year to give an impetus to rowing by our students, and we had our annual regatta for the first time in the Dhakuria Lake. I am, however, not satisfied with the condition of the Calcutta University Rowing Club. With the help of the Calcutta Corporation and the Improvement Trust and the generosity of kind friends we ought to be able to develop this side of our activities and have modern rowing boats, a boat house and a pontoon of our own at Dhakuria Lake, and conduct our rowing club on the lines of famous British Universities.

University Training Corps.

I hope that the glories of the play-ground will be extended to the battlefield of life and that our students will come forward in larger numbers to join the Calcutta University Training Corps. My Syndicate is prepared to give special facilities to students of colleges who join the corps. We are also at present through a committee considering the possibility of introduction of military science as a subject of our studies in the undergraduate classes, also for making rules regarding examination in physical fitness before entering the University.

As captains of hockey and foot-ball teams our students and youngmen have created a fine record. I would like that they should create a tradition of showing initiative and character as leaders of men and captains in the army. There is not the least doubt that both the country and the youngmen themselves are going to benefit immensely by taking up this new career which has been thrown open to Indians in the Army.

Bengal should send an increasing number of her young men to compete for positions in the Indian Sandhurst and other military academies.

If Bengal lags behind in giving her quota of officers and men in the future Army of India, it does not require a prophet to forecast her place in an autonomous country. No amount of philosophy, no amount of culture and literacy, will stem the tide of an invasion.

If you desire to attain the status of true *Swaraj*, make yourselves physically fit, so that you can maintain law and order within your own country and repel aggression from without.

Convocation Day: Problems of Life.

The Annual Convocation is generally an occasion to express one's gratification at the results attained by the University, and the members of its teaching staff, and to offer congratulations to the new graduates but, I consider, it is also a very

suitable occasion to take some notice of the burning questions of the day for giving some suggestions on important problems of everyday life.

Graduates of the University, you are beginning your life at a period which is fraught with the greatest possibilities for the future of your country. You are on the threshold of great constitutional reforms leading to increased responsibilities for the children of the soil and the opening up of new avenues of employment and of work. You are in the midst of changes in age-old customs and social traditions, and you are also witnessing throes of a great economic crisis and industrial upheaval. It is for you to think and decide how your time and energy and your intelligence and understanding will be best devoted in grappling with the essential features of your national development, so that you may worthily play your part in the great task which lies ahead.

Tragedy of Unemployment.

The unemployment question, specially among the graduates of the University, is becoming a difficult social problem. While the Universities cannot directly contribute to the solution of this problem, they can at any rate bring about some clear thinking. If we compare the statistics of our graduates in any year, it will be seen that our

degree-holders of University education are out of all proportion to the number of literate persons in the country, and there are not as many avenues for work and employment for them as there are in the western countries. Acquisition of knowledge for its own sake can be indulged in by a few. The majority take up University education on account of its wage-earning capacity.

The tragedy of unemployment amongst graduates and their inefficiency which the different employing departments are faced with every day, is largely the effect of a great increase in the number of Universities and University students, without a corresponding rise in the level of quality or any attempt at selection or discrimination giving them vocational guidance in the earlier stages of their education. They follow the beaten track without thinking or discrimination, and take up groups of subjects which are unremunerative and for which they are temperamentally, physically, mentally, and financially unsuited.

Reconstruction of the System of Education.

I am afraid a drastic change and reconstruction of our educational system is essentially necessary. It is also necessary for Government to establish a department for vocational guidance in the pre-University stage, and an employment bureau which should form contracts with the University and its

affiliated institutions with a view to try and strike a healthy balance between supply and demand. What is required is that students should be given facilities so that with the least possible expenditure of years of their lives and the resources of their parents and guardians, they can come out into the world as healthy and promising lads well equipped with the necessary requirements of modern times. It would also be a step in the right direction, if Government did not attach undue importance to the passing of the University examinations as an essential qualification for entering Government service but instituted a board to apply their own tests to find out whether a person has got the necessary mental alertness, physical fitness and education. It is also a matter for consideration both by Government and the people whether instead of providing high University education for all and sundry, our demands cannot be better met through extra-mural institutions in different parts of the country specialising in suitable branches of study and giving a high standard of technical, vocational and cultural education. The Universities should be maintained as seats of higher learning for the benefit of those who, as I have stated above, are found fit for such pursuits, exacting a high standard from all who enter their portals, and freed from the embarrassing necessity of having to depend on fee funds for their existence.

NEW CAREERS FOR YOUNG MEN.

In order to encourage our young men to take up manual training and agriculture, the University is at present considering, through a committee, the feasibility of a scheme suggested by Sir Daniel Hamilton for employment of some of the youths of the *Bhadralog* classes, in the directions of co-operative work, rural reconstruction and development of agriculture. It is however sad to think that in spite of the fact that the interest of the largest section of the people of India is in agriculture, our young men think that it is incompatible with their position and dignity to have to do anything with the land and agriculture. It will do well for our graduates to know that gentlemen farmers of Europe have more peace and plenty than many titled gentlemen and so-called landlords of our country. I have no doubt that my countrymen will soon realize the correct meaning of the dignity of labour and will find it a joy and profit to take to occupations other than Government service or the crowded profession of law. Agriculture and Forestry have also a really highly scientific and technical side by the knowledge of which we can preserve our assets and increase our outputs. What I want is that our young men should in increasing numbers look for careers in many other professions

which do not seem to have attracted them sufficiently so far, such as: the Army, the Navy, the Air Forces, the Police, the Mercantile Marine, Horticulture, Architecture, Art, Music, Commerce and Industry. I repeat, therefore, for the consideration of the authorities the importance of vocational guidance in the earlier stages of our student's life and again draw the attention of the Department of Education to what I mentioned in my Convocation Address in the year 1931.

HEALTH OF STUDENTS: FACTORS OF POLITICAL UNREST.

It is a matter of great concern to me that the average health and strength of our young men who join the University are considerably lower than they ought to be.

In my Convocation Address in 1931 I have drawn attention to the appalling condition of physical unfitness and inefficiency of our students. The matter ought to engage the serious consideration of our men in public life. I desire to invite the attention of the Hon'ble Minister of Education of Bengal and of all elected representatives of the people in the Legislative Councils as well as of the members of Government in the different provinces of India, to this grave and serious problem, and call upon them to take remedial measures to overcome

the causes of ill-health amongst the youths of India. The political unrest and upheaval we are witnessing so much in our country has in many cases a psychological, pathological and economic background due to defective nutrition, nervous overstrain, unemployment and poverty.

STRAIN OF EXAMINATIONS AND PROLONGED COURSES OF STUDIES.

I would like again to repeat that certain changes are essential in the very system of our education. As far as this University is concerned I am of opinion that relief should be given to the strain on the students caused by prolonged courses of studies, long hours of work without a break and too many examinations during the hot months. The Syndicate have passed a resolution regarding a break in the hours of work and are now considering my proposal of the feasibility of finishing all the examinations by February, and not going on into the hot months as at present. I have every hope that with a sympathetic Syndicate and a willing Controller of Examinations, some effective steps would be taken in this direction in the near future.

The Universities could also do a good deal in improving the physical condition of young men by introducing certain essential changes in the courses

of studies, for instance, while it is possible for a Matriculate to get Honours Degree or a Tripos in Oxford or Cambridge (which is equivalent to our M.A.), three years after Matriculation, we are here called upon to spend about six years for a similar degree. The course of studies of six years for a graduate in medicine is also much more prolonged than in any other country. It is no wonder that most of our young men who get out of the University come out pale, worn-out and anaemic creatures. They have no joy in life. A comparison of an English public school and an English University with our corresponding institutions reveals the striking difference. I am afraid I must again repeat that a radical overhauling of the foundations of our educational system seems to be urgently called for, and I hope in the interests of our youth and sound education, careful examination of this problem will be undertaken soon.

Tuberculosis Menace.

I am perturbed at the information given to me by Dr. A. C. Ukil, Director, Tuberculosis Inquiry, Indian Research Fund Association, that one out of six patients diagnosed as suffering from Pulmonary Tuberculosis has turned out to be a student, and 70 per cent. of such students belong to the different colleges in Calcutta. The fact that

students form a large proportion of the victims of this terrible disease should give us real cause for alarm. It is a most important social and economic problem, and if not taken in hand early will undermine our vitality as a nation and our efficiency and capacity for work and earning our bread. Dr. Ukil is preparing a scheme for me to fit in with the activities of our Students' Welfare Committee. One of the things most necessary is an X-ray Plant and I trust some one will present the University with an X-ray apparatus for taking skiagrams of the chest, which is absolutely necessary for an early detection of the disease. The capital expenditure for this purpose would be Rs. 8,000 and the recurring cost not more than Rs. 200 a month. It should not be difficult to find this amount for protecting our student population from this deadly scourge.

By the means mentioned above, we can detect the early cases which have the best chances of recovery. The University, however, has no funds from which it could take the responsibility of providing Sanatorium treatment or any kind of special treatment that may be necessary. With a strong body of public opinion behind it, a responsible Government and the people of the country should take urgent lead in the matter, and with public benefactions and Government encouragement, find adequate means for combating this white plague which is eating into the very vitals of the nation.

The Ideals of Education.

Thus far I have given a few suggestions by which we can improve the health and welfare of our student community and make our educational institutions more useful in turning out persons properly equipped for the different vocations of life.

Graduates of the University, I feel I must tell you on this important day in your life, that education is not merely a means of earning a livelihood. Important as it is as a means of livelihood, its great use is to make our lives better and more useful not only for ourselves, but for others, in short, to make us better men and women.

With the mechanisation of the world, man will cease to be less and less of a drudge and a machine. Life will have larger and larger patches of leisure. While we work and toil for wages, while we earn and spend, our true and real interests in life do not express themselves. The most important problem of education to-day is how best to utilise our leisure. It is the way in which we utilize our leisure, we spend our idle moments, that develops the innate spirit of our mind. Enrich your life with interests other than those by means of which you earn your livelihood—the joy and pleasure of it is immense. On the scene of human life, there is nothing nobler and more beautiful than a good man or a good woman. The value of your University education

will be judged by its ideals and its results, by its capacity to uproot the baser instincts of human nature, of passion and hatred and to produce such types as will help to heal the feuds, the dissensions, the animosities and fanaticisms that unhappily mark our present-day India.

If your vision has been widened and your mind enlightened by a true and liberal education you should be the missionaries of Truth and Toleration.

Has your education transcended the three Gunas (Satya, Rajah, and Tamah) mentioned in the ancient philosophy of the Hindus? If it has, you must have dispelled from within your minds the darkness of ignorance and have emancipated yourselves from the bondage of bigotry, denominational bias and race hatred. There are no restrictions, there are no injunctions, there are no prohibitions which compel you to exclusiveness, narrow-mindedness and selfishness.

" Nistraigunye pathi vicharatam ko vidhih, ko nishedhah."

নিস্ত্রৈগুণ্যে পথি বিচরতাং কো বিধিঃ, কো নিষেধঃ

(For one who has transcended the three Gunas, what injunctions are there, what prohibitions?)

Let education produce such broad-minded and self-reliant citizens imbued with the true spirit of toleration and infused with true courage, and

strength of mind as would refuse to be led like dumb, driven cattle and be utilized as petty pawns. Be resolute and do not yield and succumb to the subtle temptation of earning cheap popularity and applause. " The dull senses and the heavy-lidded eyes of the public " more often applaud a misleader rather than the honest leader, but the future and time is the best judge of one's work and accomplishment. In the words of the great Lord Chancellor of England :—" In the long war between falsehood and truth, falsehood wins the first battle, and truth always the last." Will you stand witness to the great University ideals of love and truth or will you not?

The 25th March, 1933.

The Right Hon'ble Sir John Anderson, P.C., G.C.B., G.C.I.E.,

Chancellor.

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

Let me begin by thanking you all for the welcome you have extended to me on the first occasion of my coming among you as your Chancellor, and you Sir, particularly, for the warmth of the terms in which the University's welcome has been expressed. I fully recognise that, whatever may be the position in other countries, in India the post of Chancellor is no mere titular honour but a position carrying with it serious duties and responsibilities. It is for this very reason, as it seems to me, that there may be solid advantages both to the University and to Government in the statutory provision which requires one man to double the rôles of Chancllor and Governor. Embarrassing as the position may sometimes be to the holder it affords to either body an interpreter to the other of its aims and of its methods. University and Government alike have their definite responsibilities under the Act but, as both are prompted by the same ideal,

"The Advancement of Learning," there is no very obvious reason why these respective responsibilities should lead to antagonism. It will be my earnest endeavour while I am your Chancellor to ensure that the friendly relations of mutual understanding which were established in the time of my predecessor shall continue and develop, and to that end I can assure you that the good offices which my dual capacity enables me to exercise will be at the disposal of both, to smooth over such differences as may from time to time arise and to promote the good of the University and of education generally in this Province, in both of which, alike as Chancellor and as Governor, I am keenly interested. Having this as my inspiration I am emboldened to express the hope that the University will find me not less sympathetic and helpful than my predecessor to whom the Vice-Chancellor has paid an eloquent and well-merited tribute this afternoon.

The Syndicate and Senate, as was only to be expected, have given expression to their sense of the menace which the cult of terrorism offers to the progress of true education and indeed to the advancement of the general interests of the country. I trust that they will not permit their disapproval to stop short at mere expression but that they will actively exert their influence over students and guardians alike to counteract the insidious poison of this pernicious doctrine. I would also take this opportunity

most heartily to endorse what has fallen from the Vice-Chancellor this afternoon on the subject of the participation by students in active party politics generally. Interest in the social and political problems of the day is one thing,—the students of to-day are the voters of to-morrow and the study of the various problems of citizenship can hardly be taken up too early,—but active participation in the political conflicts of the day is quite another thing and cannot be indulged in without detriment to those qualities both of intellect and of character which it is the principal aim of a University education to foster. I would most earnestly appeal to all those whose studies are as yet uncompleted not to allow themselves to be diverted from the purpose which brings them together in schools and colleges into what must be to them at present the barren wastes of municipal or national polemics.

As we have been reminded by the Vice-Chancellor, the University has during the past year suffered serious losses by death and retirement. We remember with gratitude all these members of this Senate, distinguished in their various spheres, who have contributed to the good name of the University and thereby to the service of the country. Their memory cannot but stand as a challenge to the present generation to emulate their achievements and to equal or surpass them in their contribution to the changing requirements of the times.

We are particularly loath to lose the services of Professors so distinguished in their own line as Sir Venkata Raman and Colonel Green-Armytage. Sir Venkata Raman has already left Calcutta for Bangalore to join his new appointment as Director of the Indian Institute of Science. He is the first Indian to be selected for that post and though his loss will be a serious one to the University, we are glad to think that he is not cutting himself completely adrift from us. Colonel Green-Armytage is leaving India to take up an appointment of eminence in his profession in London and in his case we can only console ourselves with the thought that Calcutta's loss will be London's gain.

On the other side the University is to be congratulated on having secured the services of eminent lecturers from India and from outside to bring to our graduates the fruits of their own experience and research in many fields.

I join with the Vice-Chancellor in welcoming the munificence of Dr. Harendracoomar Mookerjee whose generous offer takes a most practical form. It is no disparagement of previous benefactions to stress the obvious advantages—amid the conditions, especially, with which we are faced to-day—of an offer which provides stipends rather than gold medals and envisages practical as well as theoretical training. We are under a deep debt of gratitude to Dr. Mookerjee : my hope is that others will

be inspired by his example to make endowments of a similar character for vocational education.

The Vice-Chancellor has referred to certain important changes, favoured by the Senate, in the regulations governing the curriculum of the Matriculation Examinations. Of these perhaps the most far-reaching as well as the most controversial is the provision for instruction and examination through the medium of the vernacular. This is a matter of very great importance to the future of Bengal and one on which strong views are held and cogent arguments can be adduced on one side and the other. It is a matter calling for the most careful consideration of Government, but I shall make it my object to see that the proposal is dealt with as expeditiously as is consistent with the importance of the issues involved. Considerable discussion there is bound to be and I have no doubt that the Hon'ble Minister will give opportunity for the elucidation and, if possible, the solution in Conference of any points of difference or difficulty that may emerge.

I have learnt with interest that the University are studying the possibilities of Sir Daniel Hamilton's proposals for the employment of young men of the *bradralog* class in co-operative work, rural reconstruction and the development of agriculture. I shall be glad to see the conclusions at which the University's Committee of investigation arrive.

So far, ladies and gentlemen, I have confined myself to commenting upon a few of the many points which caught my attention in the Vice-Chancellor's interesting address and I do not claim the merit of any great degree either of originality or of vision for the comments which I have felt prompted to make. I am free to acknowledge—and I do so with regret—that during the 12 months that I have been in Bengal I have been kept so fully occupied with other matters that I have not been able to devote to the province of University affairs the time and thought which I recognise the subject demands. I hope in the coming year and those that are to follow to be able in some measure to supply the omission not only in what may be regarded as the sphere of University affairs, but also in the sphere of Education generally—for from what I read and hear and see I am convinced that there is much to be done: much, that is to say, that calls urgently for investigation and improvement: much that can only be accomplished by the co-operation of all the authorities interested in the development of a sound educational system. That much has been accomplished in the past I do not doubt. It must be a source of gratification to all concerned in the administration and teaching of the University—and it is a matter of sincere satisfaction to Government also,—that in certain directions the University of Calcutta has made rapid and definite progress in

recent years. In post-graduate teaching and research, development has been particularly fruitful. You have among you investigators who have earned reputations extending far beyond the boundaries of this province and country. You have provided the necessary facilities for many of your ablest graduates to continue their studies under expert guidance. All this is good and the University may justly be proud of it. But there are other aspects of our educational system which we cannot regard with complacency—aspects which vitally concern us as a University, as a Government, as a Province, as a people.

No one can study the latest general survey of Indian education, the report of the Hartog Committee, without being driven to the conclusion that while Bengal may lead all the provinces in the number of her educational institutions she no longer enjoys her old position of pre-eminence in the quality of the training these institutions impart. There is evidence which, I am afraid, we cannot ignore that Bengal no longer leads the way in education. It is the fact that in the open competitive examinations our youths no longer hold their own. Can one doubt that the standards of the Universities in some of the other Provinces are higher or that their schools and colleges are on the average better equipped and manned than others? Leaving out of account comparison with other provinces, what

do comparative figures for Bengal alone show? In the five years ending with the year 1931-32 our colleges increased by seven, from 44 to 51, but the numbers of students on the rolls fell during the same period from over 25,000 to just over 21,500. Does not this betoken a dissipation of effort? And if that is the position with the colleges, the position with the recognised schools is still worse. The number of high schools in Bengal is greater than that of any two provinces put together, but their general standard is undoubtedly far too low. No school can give proper training which has not at its disposal adequate financial resources for staff and equipment yet the enormous number of our high schools reduces at once the average fee income and the average grant that is available to each so that most of them must exist precariously, unable to offer terms which the best teachers may justly expect or to provide the equipment necessary for a wide range of studies. This I feel, is a very serious problem, for the results of the present system are not confined to the academic side. It is not merely that too many of our students come up ill-trained and ill-prepared but that a great number of them finish their educational career without having had the least chance to acquire those characteristics of mind and character which alone can make them useful in the public life of their country,—independence of judgment. habits of discipline, of self-restraint and of co-

operation, tolerance and understanding of other points of view, initiative and enterprise, readiness to shoulder responsibility, and the patience of true wisdom. In the future,—the very near future—when Bengal is called upon to undertake the responsibilities of an autonomous province, these are the qualities which she will demand of her sons and daughters. My fear is that if they are not developed in school and college they will not be developed at all.

And again, are we not now all coming round to the view that our present system of training, the somewhat narrow, uniform, literary training that is given in our schools, is responsible in some measure at least for the accentuation of our present economic and social difficulties, the widespread unemployment, the distress of the lower middle classes, the failure to create and take advantage of new avenues of honourable industries and business? Many boys come to school and go on to college because they cannot find anything else to do: but when they pass out of school and college they are little better off and have the added grievance of an education that prove disappointing and deceptive.

I have alluded to the Hartog report,—Sir Philip Hartog is not one who need be suspected of being out of sympathy with Indian educational ideals and Indian Universities. Let me now give you a quotation from a book which I have recently

been reading,—the "Life and Experiences," of one to whom this University owes much,—Sir Praphullachandra Roy. "The two Universities of Calcutta and Madras have become two huge factories for mass production of graduates. As if these were not enough, a number of new Universities have recently cropped up in quick succession...... This inordinate insane craze—almost a mania—for securing a degree has been working infinite mischief—it has become almost a canker eating into the very vitals of intellectual life and progress." And he goes on to explain that "A serious drawback incidental to, and I am afraid almost inseparable from, the present ill-understood and misconceived notions of University training is that the young man thus turned out betrays, as a rule, lamentable lack of initiative, resourcefulness and pluck when he is thrown upon the world and has to fight his way through it. While there is a gain in quantity, there is a corresponding deterioration in quality."

These are not my words: they have fallen from one whose own academic record is of the highest distinction and whose independence of outlook moreover no one would, I believe, question.

Now, ladies and gentlemen, these problems exist and no one can shut his eyes to their existence. I mention them to-day not because I have any ready-made solution,—still less in any spirit of

criticism or with any intention of imputing blame. As I have said on another occasion, we have to a large extent inherited a system which has given good service in its day, but has now outlived the period of its maximum utility. The point that I am anxious to make to-day is this :—in the system of our higher education three authorities are concerned,—Government and the two Universities of Calcutta and Dacca. As matters stand no one of these can hope single-handed to solve even those problems with which it is itself primarily concerned. Taking the problem as a whole it is essentially a case for concerted action for a pooling of experience and ideas. Matters like the overhauling of the examination system, the reformation of the school curriculum, the re-organisation of school and college education generally, the possibility of linking up University activities with practical experience in industry and commerce,—these are but a few of the problems for the successful solution of which friendly and intimate discussion between the three authorities interested seems to afford the best if not the only prospect.

Take again a matter like vocational guidance, a subject to which the Vice-Chancellor has made reference to-day. Vocational guidance would seem to be a matter primarily for the Universities themselves, professing as they do to equip their students

for the responsibilities of life, but here again I am far from saying that Government may not be able to help.

So far as Government are concerned, I know that Government are anxious to enlist the co-operation of the Universities to the highest degree. We have of recent years seen matters tackled in this way with satisfaction to all parties concerned. Let us have more of it. How we are to proceed as regards each particular problem will depend on the nature of the problem itself: for example, as regards the proposed changes in the matriculation regulations I am inclined to think that a conference will be the best way of ensuring a thorough examination of the points at issue. Other problems may demand other methods: but what I am anxious to secure,—anxious both as Governor and as Chancellor, and anxious, if I may say so, as a well-wisher of the rising generation in his Province,—is that, however we may decide to tackle these problems we may work together for their solution and avoid cross-purposes and misunderstandings in the pursuit of a common end. That is my message to the University to-day and, as I indicated at the beginning of my address, I am willing and indeed eager to do all that is in my power in my triple capacity as head of the Government and as Chancellor of two Universities to secure the smooth and effective working of any machinery we may together devise

for the examination and solution of the vast problems that are before us.

But in looking to the future I must not forget the present or those who to-day have received in doctorates, medals and diplomas the hall-mark of a University training. To them I offer my sincere congratulations and good wishes. Some few, I do not doubt, intend to remain and seek higher honours in the branches of learning of their choice. Others —and they must be the great majority—are now going out into the world and going at a time when, if the economic horizon is still clouded with difficulties, there would seem to be a good prospect of new life and fresh development for this Province under the political and financial arrangements outlined in the pronouncement of His Majesty's Government. To those who find themselves after years of preparation now on the threshold of a career, may I, in the University's name and my own, express the hope that they may be wisely guided and that the world may use them well?

The 10th February, 1934.

Sir Hassan Suhrawardy, Kt., O.B.E., LL.D., M.D., F.R.C.S.I., D.P.H.,

Vice-Chancellor.

MEMBERS OF THE CONVOCATION,

The pleasant duty of addressing the annual Convocation and of greeting our new graduates has again devolved on me. I rejoice to be able to extend a hearty welcome to all of you once again in this Hall.

Before passing in brief review the work of the University during the past academic year, I must refer to the losses sustained by us due to death, retirement and resignation.

OBITUARY.

One of our late Chancellors, Lord Chelmsford, passed away last April. It was during the Viceroyalty of this great friend of India that the Calcutta University Commission came out and the Montagu-Chelmsford Constitutional Reforms were inaugurated. He was the last Viceroy Chancellor of this University.

Death has also removed from our midst one of

the oldest Fellows of the University, who after serving as an active member of the Senate from 1887 for nearly 18 years, became an Honorary Fellow for life under Lord Curzon's University Act of 1904. The eldest son of Nawab Bahadur Abdul Latif, C.I.E., the accredited leader of the Muslims of his time, Nawab A. F. M. Abdur Rahman inherited from his father a position, character and ability which he put to great use. He was a man of many-sided activities and he possessed energy, tact and power of work in a wonderful measure. On this occasion I recall in affectionate memory his many acts of kindness to me, not only as a kinsman, but as a member of the Muslim community whose interests he served with ability and devotion.

I have also to mourn the death of one of the generous benefactors of our University, Srimati Sailasuta Devi, founder of the Radhikamohan endowment of Rs. 1,50,000 for the development of Applied Science and Scientific Industry and Education among the Bengali Brahmins.

I have also to refer to the death of Sir Bipinkrishna Bose, K.C.I.E., late Vice-Chancellor of the Nagpur University and one of our earliest graduates. It will be ungrateful if I do not mention his generous assistance to this University at a time of great financial distress. Though the amount of the donation was not large, we appreciate the spon-

taneous spirit of help and genuine anxiety displayed by him for the welfare of his *Alma Mater*.

FELICITATIONS.

Now I pass on to the pleasant duty of offering felicitations to those among us who during the past year have been recipients of honours and distinction.

The title of *Shams-ul-ulema* has been conferred on Maulvi Md. Haider, an Arabic scholar, who has just retired from the teaching staff of our University. The title of *Khan Bahadur* has been conferred on Agha Mirza Md. Kazim Shirazi, a Fellow of our University and a member of the teaching staff of our Post-Graduate Department since its inception. The title of *Rai Bahadur* has been conferred on Mr. Narendranath Sen who for 24 years has served the University and for the last 8 years carried out the onerous duty of Controller of Examinations in a most praiseworthy manner. Sir Rajendranath Mookerjee, K.C.I.E., K.C.V.O., resigned his Fellowship after 25 years of active service and during this period, in spite of the heavy demand on his time, he cheerfully served the cause of education. The degree of D.Sc. (Engineering), *honoris causa*, had been conferred on him in 1931 and His Excellency has been pleased to appoint him an Honorary Fellow of the University for life.

I am grateful to His Excellency for having in this manner recognised scholarship, long service, and competence, and integrity of character and I feel His Excellency's appreciation will inspire others to follow the example set by these gentlemen.

I also offer my warm congratulations to the Members of the Senate on whom the King-Emperor has been pleased to confer honours: Sir Kedarnath Das, Principal, Carmichael Medical College; Lt.-Col. W. L. Harnett, C.I.E., I.M.S., Professor of Surgery in the Medical College of Bengal; Lt.-Col. A. D. Stewart, C.I.E., I.M.S., Director of the All-India Institute of Hygiene and Public Health. It is a matter of special gratification to me that all of them are members of my profession and colleagues, to whose support and co-operation I owe much as Dean of the Faculty of Medicine, during the three terms I have had the honour to occupy that position.

Changes in Curriculum and Regulations.

Several important changes in our curriculum of studies have been made during the year under review. A set of new regulations for the proposed "Diploma in Ophthalmic Medicine and Surgery" have been passed by the Senate and are now being examined by the Government of Bengal. These regulations will provide for post-graduate study and

research in ophthalmology. We have already instituted the degree of Doctor of Science in Public Health which has received the approval of the Government. The regulations for the degrees of Doctor of Medicine, Master of Surgery and Master of Obstetrics are now being revised by a Committee of the Syndicate. It is intended to bring these regulations in line with the latest regulations obtaining in British Universities on the subject.

The question of the institution of a Diploma in Pharmaceutical Chemistry is also engaging our attention.

The syllabus of study in Pali for the Matriculation, Intermediate and B.A. Examinations has been thoroughly revised and the same for Arabic, Persian and Urdu is engaging our attention.

We have already French and German in our curriculum and special attention is being given to the teaching of Modern European Languages. The Consul-General for Germany has expressed to me his interest in our activities and has offered to secure for us the services of German scholars under favourable terms.

As a result of my discussions with Signor Gino Scarpa, the late Consul-General for Italy, with a view to initiating cultural and academic reciprocity, Italian has been included in the list of languages for the Matriculation, Intermediate and B.A. Examinations. The Italian Government has

offered two special scholarships for the encouragement of the study of the language.

Among other important changes in our curriculum, mention may be made of the Regulations for the Degree of Bachelor of Commerce which have been recast in the light of past experience.

A post-graduate Diploma in Spoken English is being awarded for the first time this year. I hope more candidates will come forward in the future to compete for this most useful distinction.

I have under contemplation the institution of a similar Diploma for Spoken Arabic and Persian, as I found Indian students sadly lacking in this direction during my visit to the University of Al-azhar.

JAGATTARINI GOLD MEDAL.

The Jagattarini Gold Medal for 1933 was awarded to Mr. Kedarnath Banerjee. This medal is awarded every alternate year to a person deemed the most eminent for original contributions to Letters or Science written in the Bengali language.

VISITORS.

With a view to strengthening the bond of fellowship between the students of India and England the University welcomed a debating team of students of British Universities. Arrangements

were made for a debate in Calcutta on the 1st November last with a team consisting of students of this University. It is to be hoped that from now on the visit of debating teams to and from British Universities will continue with periodic regularity.

The University was glad to welcome Prof. James Mackintosh, K.C., LL.D., Tagore Law Professor for 1932, who delivered a course of lectures "On Some Principles of Roman Law in Modern Practice" and Mr. G. Montagu Harris, who delivered his Readership Lectures on "The Principles and Organisation of Local Self-government in Different Countries and Capitals of the World" and on "Regional Planning in England, U.S.A., and Germany."

The Girischandra Ghosh Lecture was delivered for the first time during the year under review by Mr. Hemendranath Dasgupta, B.L. The subject of his lecture was the "Place of Girischandra Ghosh in the Modern Bengali Stage and Drama."

RESEARCHES.

Research workers of this University have been carrying on our tradition for original and valuable contribution and we are glad to note, as will be evidenced by the appendix, that this year we have been able to keep to the old quality and standard. I congratulate the members of our teaching staff in

the Post-Graduate Department in Arts and Science on their achievement.

ENDOWMENTS.

As matters now stand neither the Government nor the University are in a position to start institutions on new lines for specialised training. Under the circumstances, it is the duty of a number of men of means to come together and combine their resources for the realisation of this laudable purpose. So long as this is done, we should create facilities for the training of our young men at places where such training can be secured under favourable conditions. Dr. Harendracoomar Mookerjee's endowment is an example of what can be done in this direction. In 1932, Dr. Mookerjee created an endowment of Rs. 1,50,000, for awarding scholarships for the practical training of young men of the Protestant Indian Christian community in a variety of industrial and technical subjects in places outside India. He has again endowed this year one lakh of rupees in memory of his mother for training in business, applied economics and allied subjects.

I desire to put on record our deep sense of gratitude to Dr. Mookerjee for his generous benefactions. We believe his gifts are, in one sense, of an unparalleled nature because they emanate from one of the Officers of the University itself who has devoted

nineteen years of solid work to its academic progress, and who now, towards the end of his active service as our Inspector of Colleges, has placed Rs. 2,50,000 at the disposal of his *Alma Mater*.

I have reasons to hope that the munificence of Dr. Harendracoomar Mookerjee has not ended and we may yet expect further help from him if only to round off his existing endowments. I earnestly hope that the example of sacrifice and service set by Dr. Mookerjee will be followed by an increasing number of our graduates.

The late Rai Bahadur Viharilal Mitra made a bequest to the University of Rs. 4,000 per month for the advancement of Hindu female education in Bengal. Mr. Haridas Majumdar has come forward with an offer of 50 bighas of land near Dum Dum Aerodrome which may be utilised to supplement the aforementioned bequest. These generous donors have simply indicated the purpose of their gift but as they have not made any suggestion as to how those purposes may be best served, the University is drawing up a scheme to give effect to the wishes of the donors.

His Excellency's inspiring speech on St. Andrew's Day last year has given much food for serious thinking. We also have been pondering over the problem of unemployment. At a meeting at which I had the honour to preside, Sir Daniel Hamilton lectured to the University on the 'Man

Standard" and it is a source of gratification to me to acknowledge his generous offer to place at our disposal, for a limited period, his property at the Sunderbans in connection with the scheme of Agricultural Education now being formulated by the University. I am glad to see in this connection that Sir Daniel himself has already opened an institute at Goshaba this month.

The Rashbehary Ghose Professor of Botany, Dr. S. P. Agharkar, has discussed with me his proposals regarding the introduction of an alternative course for imparting a knowledge of practical Botany for agricultural purposes. This certainly is a most useful scheme, but it will require money to pay for the additional staff which would be necessary and I hope some public-spirited persons will come forward with endowments for this specific purpose, because the solution of the unemployment problem of the *Bhadralok* class will to a certain extent be met by a knowledge of Applied Botany to agriculture.

Endowments have been made for technical training and female education, but I would also like to see people to come forward to help the cause of physical culture. On several occasions I have emphasised the importance of physical education and in my last address pointed out the tuberculosis menace for the student community. We have recently appointed a qualified graduate to organise

sports. Whatever we might do is inadequate in the face of this appalling need unless our efforts are supplemented by those of others, and unless more money is forthcoming for drawing up a scheme for the protection and improvement of the health of our student community.

PARTICIPATIONS IN ACADEMIC CELEBRATIONS.

During 1933 on the occasion of the laying of the foundation of the new University buildings in London by His Majesty the King accompanied by the Queen, I represented my University and was the recipient of much favour and kindness at the hands of the London University authorities. I highly appreciate the compliment paid to the Calcutta University through its Vice-Chancellor. We also sent our congratulations to the Panjab University on the occasion of the fiftieth Anniversary of its foundation. I much regret that owing to official duties I could not personally convey our warm felicitations. On 15th January of this year, under the Chairmanship of His Excellency, the University participated in the 150th Anniversary of the Asiatic Society of Bengal. Our association with this Society has been close and of long duration ; we have worked together for the advancement of learning, which is the motto of our University, and many of our Vice-Chancellors, members of the Senate, and

Research workers have held important position in that institution.

NEED FOR SECOND GRADE AND TRAINING COLLEGES.

I am aware that there is a distinct disinclination on the part of students and their guardians to send their wards to mofussil institutions. This is due to a variety of causes. First of all many of the colleges are located in unhealthy parts of the country. Secondly, the staff of the mofussil colleges are not always as well qualified as those of Calcutta colleges, chiefly because they are not paid as well. Moreover, in Calcutta the amenities of life and opportunities for supplementing one's income by lucrative private tuition are greater and even examinerships are given more lavishly to Calcutta teachers, though I have tried my best in the University to rectify to some extent this wrong. The grave risks to which immature youths are exposed in a large city like Calcutta are too well-known to require amplification. They are liable to the loss of healthy exercise, to the weakening of family ties, to poor nourishment and town diseases. In the mofussil they can get purer air, fresh fruit and vegetables, a cheaper supply of milk and therefore I am very much in favour of creating a large number of Second Grade Arts and Science colleges in the mofussil, so that young men after passing the Matri-

culation Examination may be able to conduct their studies from their own homes or at centres of education within easy reach of their villages.

In my opinion a good class of High English schools in selected areas should have two college classes attached to them. The cost of maintenance of such Second Grade colleges would be reduced to a minimum and their efficiency improved, if for the upper classes of high schools and the college classes of the Second Grade colleges the same teachers be utilised with a small addition to their salary.

Still another want is that of properly trained teachers for our High English schools. According to the last quinquennial review on the 31st March, 1932, there were 1,096 High English schools for boys with 14,259 men teachers, and 61 High English schools for girls with 829 women teachers. Among these 15,088 teachers there were only 858 trained men and women teachers. The number of graduate trained teachers for each High English school was therefore ·74, *i.e.*, 3 teachers for 4 schools. The state of affairs revealed by the above figures is truly deplorable. We have only one affiliated college for training men teachers. This can turn out about 65 men every year. At Loreto House, which enjoys affiliation up to the L. T. standard, not more than 20 women students are trained every year. The Loreto College has applied for affiliation up to the B. T. standard and

have been allowed to present candidates for this diploma during the last ten years. The authorities of the Scottish Church College, I am glad to be able to state, have submitted proposals for starting B. T. classes for women students. I am, however, doubtful whether they will be in a position to meet adequately the demand for training which exists among our women students. I might suggest to the Government to start training colleges for our girl graduates at some suitable mofussil centres.

So far as men students are concerned, from figures available in the University offices, it appears that every year, about 400 men students seek admission into the David Hare Training College of whom 60 to 65 are accommodated. This shows that the number of trained teachers in our schools can be increased if there be sufficient facilities for their training. Here is an opportunity for patriots desirous of serving the cause of education. A well-equipped training college in North Bengal and another in East Bengal, perhaps at Chittagong, would solve the difficulty for the present and afford a supply of properly equipped teachers for our High English schools.

IMPROVEMENT IN UNIVERSITY EDUCATION.

I would now like to deal with a question which has been engaging my mind for the past few years.

What is the purpose of our education and in what way can the present system be made to harmonise with its ends? Formerly almost entire emphasis used to be laid on the purely academic side of knowledge. To-day the danger is perhaps from the opposite direction and the craze for technical efficiency, in some countries at least, is such as to place even the culinary proficients amongst the professors of learning.

During my visits to Europe in 1931 and 1933, I tried to investigate at close quarters the basic principles of University Education in the British Isles and on the Continent of Europe and to readjust my mind with regard to the Indian Educational problems in the light of that experience. I found two different systems of Education current in Europe, one of which is generally common on the Continent and the other in the British Isles. I ascertained that in Continental Universities two points were characteristic of the educational system. The first that, with one exception, they impart a professional vocational training to the majority of their students and the second that they do not possess the residential system. The arrangement for students to live in hostels as in the *Cite Universitaire* of Paris does not come under the category of the residential system in the British sense. Continental Universities have the following departments :—

1. The Theological Faculty,
2. Faculty of Law and Politics,
3. Faculty of Medicine,
4. Faculty of Economics,
5. Faculty of Engineering;

the Polytechnics, though usually separate institutions, also provide training in the various sections of Engineering.

I have, so far, not mentioned the Faculty of Philosophy. It is often compared with our Post-Graduate Department in Arts and therefore it is necessary to explain that on the Continent all subjects which are not comprised under the five faculties mentioned above, are included under that of Philosophy, *e.g.*, Moral Philosophy, Political History, Literature, Psychology, Fine Arts, Archaeology, Atsronomy and even Mathematics, Physics, Chemistry, etc. The exception referred to by me consists in the fact that such students as are desirous of devoting their life to scholarly research join the Faculty of Philosophy and do not participate in what in a narrow sense might be termed "Professional Education." A point to be noticed is that, as in India, the Universities have been producing more graduates than can possibly be absorbed by the various vocations. As a result of this, University diploma-holders are employed at a less pay than working men who have their wages regu-

lated by organized trade unions. The middle classes remain unorganized and have *inter se* to compete on low salaries. We notice a marked tendency on the Continent to restrict the number of students with relation to estimated future requirements. Very recently the new German Government has framed rules reducing the number of University students —a fact which had attracted the attention of British Educational authorities, some of whom are advocating similar restriction in Great Britain.

We could divide British Universities into two groups. The first are similar to Continental centres of higher education and have arrangements for the professional training of future lawyers, engineers, medical men, clergymen, etc. It is worthy of note that in Great Britain an over-production of graduates has not taken place because higher education is far more expensive there than on the Continent.

The second group deals with non-professional education. This is due to social and economic factors arising out of the existence of well-to-do, middle and upper classes who can afford to educate their sons for the sake merely of culture and intellectual attainments. They aim at a good general education united with sports and the experience of conducting themselves in social life which fit them for the higher executive appointments in Government or in the Diplomatic services

—Politics, Commerce, Finance and Industry. This kind of education enables the students to think for themselves, to analyse complicated situations, to arrive at logical solutions, and to successfully face unexpected situations single-handed and alone.

One cannot help admiring in these institutions the fact that, inspite of great personal liberty accorded to them by tradition, the students have to observe a high standard of discipline. A visitor to-day is as greatly impressed as Emerson was in his days by the sight of "twelve hundred young men, comprising the most spirited of the aristocracy" being "locked up every night and the porter at each Hall being required to give the name of any belated student." The combination of liberty, conducive to the fostering of a sense of responsibility and personal dignity, with an enlightened but exigent discipline is a feature of English academic life which it should be the aim of every educationist to translate to his own country. Another remarkable characteristic is the importance laid upon physical culture. In my Convocation address of 1931 I had drawn a piteous picture of the health of our student community. At the English Universities it is not the bespectacled, the narrow-chested and the weak-legged student who get the Honours degrees, but one who has been able to balance mental alertness with first-class physical fitness. This is a

fact the importance of which cannot but be too often reiterated, especially by one with medical experience for whom moral and intellectual capacities are unconditionally linked with a clean, capable and healthy body.

Let us now turn to our Indian University problems. Though our educational system is composed of Faculties which are constituted to give strictly professional education such as Law, Medicine, Engineering, etc., the largest number of our students are absorbed by the non-professional Faculties. The vast majority of our B.A., M.A., B.Sc., and M.Sc. students come neither from an opulent class nor do they stand a fair chance of reaching high executive posts under Government or in business and finance. From the latest available figures in the University offices it appears that during the year 1933 there were under the University of Calcutta 1,243 affiliated schools which sent out about 20,768 candidates for the Matriculation Examination, out of whom 13,593 passed. Amongst these, 8,299 took their admission into the 60 colleges affiliated to the University. Out of the 1,923 successful I.Sc. candidates, only 235 took their admission in the two Medical Colleges and 64 in the one Engineering College. Of the 3,309 successful B.A. and B.Sc. students, only 822 have joined the three Law Colleges affiliated to the University. These are the figures for a University where the total number of

students in the affiliated colleges is 30,805, of whom 18,500 reside in Calcutta alone.

So far as students of pure Arts and Science subjects, whether of the Intermediate or the Degree stages, are concerned, I find that a majority of them continue their studies, not because they feel a call, but because neither they nor their guardians have thought of anything better to do. They follow the lure of the beaten track and drift from schools to the Intermediate and thence to the Degree classes from sheer inertia. Such a state of things cannot conduce to the highest development of the special gifts of a large number of students and this can only be set right by opening up fresh avenues for their activities and giving them a lead and a vocational guidance quite early in life.

We are all aware of the restricted chances which exist for our graduates. The number of unemployed graduates is yearly increasing and this is not solely due to the present crisis. No economic prosperity is likely to absorb all our graduates. I do not know if, in the manner of Continental Universities, we will have to limit the number of admissions of students, but certainly something should be done for picking out the most suitable students for higher and cultural education. While on the one hand those of our students who are not fit for cultural education should resolutely set themselves to the task, occasionally unpleasant, of learning what

has been characterised as the mechanical vocations of life, we on our side must be prepared to meet them half way by providing adequate and efficient facilities for vocational training. This I regard as the most immediate problem of the University.

I do not wish to suggest revolutionary changes which would upset the balance of our educational life, but, I cannot help emphasizing the need for drastic measures to save our educational activities in this province from utter ineffectuality. Whether the cost of higher education should be raised or the numbers restricted is a matter for the authorities to decide, but I make bold to dare criticism by saying that the present diffusion of higher education, with the results that it has been giving, should be regulated and, if necessary, limited. I do not for a moment mean that the masses of our province should be deprived of education but I want to make clear the distinction that lies between the problem of literacy and that of higher education and culture. Demagogic demands for higher education for the masses in the present stage of our social development must be counteracted by a sane and well-considered educational policy answering the immediate needs of the moment. No less a person than Rabindranath Tagore, who cannot be suspected of class prejudices, in his inaugural University lecture at which I had the honour to preside, advocated what, in his poetic language, he called the narrow-

ing of the meshes in our educational net if we really wish to capture a rich booty. In my Convocation address of last year I had suggested, and I take the liberty of doing so again, that Government should not attach undue importance to examination results as essential qualifications for entering service, but institute a board where physical fitness, strength of character, personality and mental agility might be regarded as tests of proficiency. This change in attitude it would be necessary to well advertise in order to deter parents from forcing their children to follow an ineffectual academic path. In schools, too, I would strongly urge that prizes and medals should not be given only to those who obtain high marks in studies and for meek conduct, but marks should also be awarded for scouting, sports, debating contests, and games which teach the value of team-work.

ADDRESS TO LADY GRADUATES.

This year I would like to break the tradition by addressing not the graduates generally, but the women graduates of our University.

Calcutta is the birth-place of the earliest educational and social reforms inaugurated more than a century ago for the advancement of women. Our University produced its first women graduates before the first provincial University of India had

laid its foundation stone. In 1883 the Hon'ble Mr. H. J. Reynolds, one of my predecessors, congratulated the University because it counted two ladies amongst its graduates in Arts. In 1933 I had the pleasure of admitting 140 of you to Degrees in Arts, Science, Teaching and Medicine. The number of women candidates at the Matriculation Examination rose from 116 in 1920, to 847 in 1933. No less than 803 of you are receiving education at the different colleges of Calcutta to-day. You are now participating in all branches of activities and it is my earnest desire that more of you will help me and future Vice-Chancellors with your advice as members of the Senate and the Faculties.

Times are changing rapidly. The impact of western culture is upsetting the old customs and the social institutions of our people, the rigours of the *purdah* and caste restrictions are disappearing and the marriageable age of girls has been raised. I find around me unmistakable signs of strengthening of public opinion in favour of widow-remarriage. Your growing social emancipation has put new problems before us, but one thing to my mind is certain, that the majority of your sex will find the sphere of activity limited by their homes and it is only a few among you who will be seeking employment in the public or technical services. Therefore it is imperative that your education should be of such a nature as to enable you to fulfil your

obligations in the home to which such high value is attached by Indian tradition. It should be our bounden duty, now that the movement is young, to find useful outlets for your intellectual curiosity. In the light of experience gained in this country and elsewhere, we have seriously to consider the special kind of education which would be best suited for you in conformity with your habits and traditions, the requirements of your health and happiness. We could supply you with a new curricula, but we have not the means of according to you separate educational institutions as yet. Hence it is that we are faced with the **Problem of Co-education** which has so many passionate advocates and antagonists. Co-education argues a free association of our young men and women in schools and colleges, which has not yet been permitted in their social relations outside the class room. It is still a plant of foreign growth which has not sufficiently acclimatised itself to its new environments, but the time is fast approaching when society is bound to sanction a certain amount of freedom of association which will undoubtedly develop new social relations between the sexes. In our University, co-education in the Post-Graduate Department is already an established fact, though it is not a universally accepted principle in the stage of graduation except in the Medical Colleges. At the High School stage we have in certain cases adopted the device of

holding girls' classes in boys' schools in the mornings, a makeshift arrangement which is probably the best during the transition period and under the present financial condition of the country. Our young men from whom I expect much and whose tact and justice in their domestic relations I so admire, will I am sure prove equal to the graceful but difficult art of chivalry and gallantry in the western sense of the term. Though co-education has been adopted by some of the colleges, it appears to me that for the present the real solution would be to start, as soon as possible, a large number of schools and colleges for you and to raise some of the high schools for girls to the status of colleges.

Amidst the conflicting currents the drift of which it is difficult to foresee, there is one perceptible strain in the stream, one undeviated purpose slowly evolving from the present, and that is the unshackling of the womanhood of India from the chains of the past. Here the aspirations of all communities ought to be one; here the claims of climate, religion and social authority should be foregone in the unity of an undivided aim. It is to this future that I invite you to look, to this hope to turn for consolation, to this goal to concentrate your efforts. In the future you will play an increasingly important part in social life, in progress and the transformation of our ideals. You will indeed be the executives of our ideas of health, hygiene, social

advancement and political development. Such steps as we take now will bear fruit in times to come and therefore it is the duty of our leaders, men and specially women, amongst whom I hope to see you soon, to take a forward step with a full sense of responsibility and with the knowledge that whatever we do to-day will guide the welfare and happiness of generations to come.

(Special Convocation.)

The 6th August, 1934.

His Excellency Colonel the Right Hon'ble Sir John Anderson, P.C., G.C.B., G.C.I.E.,

Chancellor.

LADIES AND GENTLEMEN,

We are gathered here to-day to exercise one of the privileges of our University, which is by Statute empowered to do honour both to itself and to the recipients by conferring degrees *honoris causa* on those who " by reason of eminent position and attainments are deemed fit and proper persons to receive such degrees." It might be thought that to a University gathering and a Calcutta audience Sir Hassan Suhrawardy's claims to be considered a fit and proper person by reason of his eminent position and attainments needed no justification : but a ceremony of this character is a solemn occasion with its own appropriate ritual and it is the custom of our University, as of others in all parts of the World, to mark the occasion by a brief summary, for purposes of record, of the accomplishments of the person whom the University has decided to honour.

The son of a father who could reasonably claim to have been a pioneer both of Anglo-Islamic

studies and of female education in Bengal, Sir Hassan, though he has since reverted to his father's footsteps, made his mark first in other fields. Having qualified in medicine and surgery, he made a special study of the problems of public health and he has risen in his own profession to a high position in the Railway Administration in India, having been Chief Medical Officer and Health Officer of two great railways successively. His interest in the profession of his choice has been marked by much voluntary work for such bodies as St. John Ambulance and the Red Cross and by the publication of a number of works on medical and public health topics. In spite of professional pre-occupations he has found time to take a part in the public life of the Province, having been a member of the first reformed Legislative Council of Bengal and indeed its Deputy President.

It was, therefore, with an assured position in other walks of life that at the invitation of the Local Government he undertook, in 1930, the duties of Vice-Chancellor of India's largest University, being the first member of the Moslem community to attain that position. His tenure of this high office was renewed for a second term in 1932 and the four years of his Vice-Chancellorship have, therefore, covered a period of considerable difficulty and anxiety, political and economic, from which the University has not been by any means exempt. If

we have come through that period with comparative freedom from regrettable episodes, if there has been increased harmony in the Senate, if the improvement in the relations between Government and the University has been maintained and in fact enhanced so that conferences about such difficult matters as financial relations, or Matriculation regulations have been found to be not only a possible but actually the best way of solving sensibly and harmoniously the difficulties which Government and the University share, much of the credit must be given to the watchfulness and tact of the Vice-Chancellor to whose urbanity of manner and unfailing courtesy and to whose patience in hearing all points of view and moderation in expounding his own, I think all members of the Senate and every section of the University would pay a tribute.

His term of office has seen important and valuable changes and reforms within the University. Although the lines of the re-organisation of the Post-Graduate Departments of Arts and Science were laid down by a Committee presided over by his predecessor, it was during Sir Hassan's term that the recommendations of that important committee were translated into fact so far as the limits of the budget permitted. In the Departments of Arabic and Persian of whose Board of Studies he was himself President, and in the Faculty of Medicine of which he was Dean, important changes

have been effected or initiated, and I can myself testify to the help and support I have received from the Vice-Chancellor in the pursuit of a policy, on which we were agreed, of effecting a gradual broadening of the basis of the composition of the Senate by securing proper representation for communities which has hitherto been either unrepresented or inadequately represented there.

It is however not only in the regulation of the interior economy of the University that Sir Hassan has rendered service. He has represented the University on the Courts of other Universities in India and has been our ambassador overseas. In 1931 he was the Leader of the Indian Delegation to the British Empire Universities Congress and again in 1933 he represented this University at the celebrations connected with the laying by His Majesty the King Emperor of the foundation stone of the new buildings of the University of London. It was peculiarly fitting that at these celebrations the Vice-Chancellor of the University of Calcutta should be given a prominent part. The University of London provided the model on which our own University was formed and moulded, and the conferment on our Vice-Chancellor of the honorary degree of Doctor of Laws of London—a distinction, I believe, not ordinarily bestowed outside the British Isles—may be taken, I hope, not only as a well merited compliment to Sir Hassan Suhrawardy himself but also as

recognition by the older body of the position which its younger sister has attained in the ranks of the world's academic Institutions.

As Chancellor, Sir Hassan, and on behalf of the Senate and the University, I thank you for your labours for the past four years and for the manner in which you have striven—and striven with success—to maintain the honour and to enrich the traditions of the University of Calcutta.